COURSE CODE: 32044

Title of the Course: ENGLISH LANGUAGE TEACHING- THEORY AND PRACTICE

UNIT- I

IMPORTANCE AND PRINCIPLES OF ENGLISH

Structure

1.12. Key words
1.13.Suggested Books For Reading

UNIT- I

IMPORTANCE AND PRINCIPLES OF ENGLISH

1.0.Importance of English language in India

It plays a significant role in India's national life. English has Its unique importance in our country. It has played a very important role in building modern India. It has become one of the major languages of the world and Indians can neglect its study at their own peril. It is taught and learnt with affection and love. It enjoys privileged position. The person who studies this language feels it a pride English is not only a national language of England, but it is also an international language. It may be called the language of the world civilization. None should underestimate the importance of English. C. RAIAGOPALACHARYA rightly said, "We, in our anger and the hatred against the British people should not throw away the baby (English) with the bath water (Eng. people)".

During the period, of Lord Macaulay, 'the foreign plant of English' was sown in India soil. Thereafter English was made compulsory medium of Instructions in colleges in English Later it is spread over to the secondary schools too. Gandhiji Quoted, "Our boys think that without English they cannot get Government service. Girls are taught English as a passport for marriage. The society begins to think in many cases, the only meaning of Education is a knowledge of English".

The position of English in India is :

1) Medium of instructions in all levels.

2) Official language of Central Govt. and state Govts.

3) Finance, Commerce and medical language.

4) Higher studies only through English.

5) Many think that speaking in English is a prestige.

1.1.Role of English language in the Indian context

Every language is the pride who use it. No doubt, English is the language of the English people. The hard fact is that this language is used almost in all the countries of the world. In India, it occupies an important place. In every sphere of life whether social, political, academic, cultural. economic. It holds significance value. Nehru rightly said, 'English language is own's by historic necessity."

English occupies an important place in India today. Wherever we go in the country. it is used very much almost in every circle. On paging through the bazars, we find majority of the boards hanging in in front of the shops are in English. In the cinema halls, in the hotels and restaurants, in the offices of administration local, regional or central almost every record is in English. At home, in the street, in the bazar, in business

in studies, in routine talks, English holds a good position. Even many illiterate people are heard using words of English in their day-to-day routine of life.

Check your progress-1

Note: a. Write your answer in the space given below.

b. Compare your answer with those given at the end of the unit.

1.Write the five major positions of English in India.

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1.1.2.English before Independence

A single shelf of a good European Library was worth the whole native literature of India and Arabia "This absorb statement was made by Lord Macaulay who wanted to create through English Education' a class of persons, Indian in blood and colour, but English in taste, in opinion, in morals and in intellect It makes us to go back to Macaulay's famous minute of 1835. Hence English enjoyed a very prominent and privileged position in Indian Educational system and life till the attainment of independence It was taught as a compulsory subject both at the school and college levels. Besides, it was the medium of instructions. Moreover, it was the language of courts and administration and formed a link between different states of the country "English thus became the 'Lingua Franca' of the country" H.Champion.

1.1.3.After the Independence

There were natural reactions against English. It was considered to be the language of the rulers who had oppressed the Indian people for long. The first reaction was to dethrone it from its exalted position that it had enjoyed during the British Regime. In the true national spirit, Indian Constitution (1950) declared Hindi Devanagiri script, as the official language of the union. English language was to continue for a period of 15 years as on associate language till 1965. During the period it was the intention of the Central Government to develop Hindi to such an extent that it could replace English as the official language. Unfortunately, this dream could not be realised due to the slow progress of Hindi. In the meantime, the southern states exhibited strong opposition which made the Parliament pass an Act, making English as the Associate official language of India for an indefinite period.

1.1.4.Position of English as second language in India

In India we are having multilingualism. There are so many states. Each state is having separate language. Except the Hindi belt area, our country is having many languages. In the zeal of generalising for all

languages planning problems something that is true of only situations in the west, some scholars blame linguistic and cultural heterogeneity as the root cause of all developmental problems in developing countries. Once again the blame goes to politicians.

1.1.5.English as a Global language:

English has with its spread, defeating all geographical boundaries already become a Global language. Latin was used as a medium of education is western Europe throughout the middle ages. French was used as the language of international diplomacy from 17th centuries to 20th centuries. Today English has attained the world language status in world wide.

i) UNESCO Survey: English is used as an official or semi-official language in over 60 countries and has a prominent place in 20 countries. It is either domination or well established in all 6 continents.

ii) English is the main language of books, newspapers, airports and air traffic control, international business and academic conferences, science, technology medicine, diplomacy, sports, international competitions, pop music and advertising.

iii) Over two-thirds of the world's scientists write in English

iv) Three-quarters of the mail is written in English.

v) Of all the information in the world's electronic retrieval system, 80 percent is stored in English.

vi) English radio programmes are received by 150 million in 120 countries.

vii) Over 50 million children study English as an additional Language at primary level over 80 million study it at secondary level.

viii) In one year, the British council helps a quarter of a million foreign students to learn English, in various parts of the world. In the USA alone, 3,37,000 foreign students were registered in 1983.

These statistics illustrate more succinctly the significance of English as an global language.

Check your progress-2
Note : a. Write your answer in the space given below.
b. Compare your answer with those given at the end of the unit.
2. Why English is considered as the global language?
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1.2.The Position and Importance of English Language in India

The New Educational Policy [NEPA, 1986] remarked that "special emphasis needs to be laid on the study of English".

- As an official language of administration
- As a language of court
- As a language of international trade and industry
- In our day today life
- As a major window on the modern world.
- As a link language

1.2.1.Aims of teaching English at primary level

- To learn English alphabet
- Understand simple statements when spoken.
- To acquire knowledge to read English, at least simple words.
- To gain required vocabulary.
- To produce simple statements.
- To understand simple questions and to answer.
- To identify the objects by their names.
- To read and understand small stories and incidents.
- To write English legibly and practice the four styles of writing.

1.2.2.Aims of Teaching English at Secondary Level

- To understand spoken English with ease and to understand English from broadcasting.
- To speak simple English correctly and fluently.
- To read English comprehension at a reasonable speed.
- To pronounce the words correctly so as to decode by others
- To produce simple and meaningful sentences.
- To be engaged in conversation in English
- To write neatly and correctly at a reasonable speed.
- To read and comprehend stories and incidents in social set up and to understand the content from English new papers.

1.2.3.Aims of Teaching English at the Higher Secondary Level

- To understand English with ease when spoken at normal conversational Speed.
- To read Standard English newspapers regularly.
- To gain ability to understand English from the native speakers and to respond reciprocally.

- To have the ability to note-making and note-taking.
- To be able to convey one's thought and feeling to be understood by others.
- To acquire the vocabulary to tune of all the Situations that one encounters.
- To be able to use reference materials like dictionary and thesaurus.
- To develop and enjoy the literary items.
- To develop aesthetic sense through Poems in English.
- To understand advertisement and apply for higher studies and for job.
- To learn the functional aspects of grammar.

1.3.ROLE OF ENGLISH IN THE PRESENT-DAY INDIA

Language is an essential element in the culture of any society. We live in a community and our living in a community is made meaningful mainly by the language. In the words of **Leonard Bloomfield**,

"Community is formed by the activity of language, and speech utterances give us the most

direct insight into its working".

Language is a tool to understand and appreciate the culture of a human society and we must learn its language to understand it clearly. When English people started ruling India, it is not clear whether they tried to realize the importance of Indian languages as media to learn and appreciate the Indian culture but they were very categorical that Indians learn their language for other purpose. They had to spend a lot of money on clerical work as they had to recruit clerks from Britain. So, Lord Macaulay thought to teach English to Indian people mainly to produce cheap clerks. This is a kind of outsourcing that English people applied even more than three hundred years ago. Now, English has become a part and parcel of people of India. It has become an indispensable language. India is a developing country. No progressive country can ill afford to lose the utility of this world language.

English played a vital role in our fight for freedom. As India is a land of many languages, the unification of freedom fighters for national cause, seemed to be remote. But again, English only played the role of unifying the freedom fighters from Kashmir to Kanyakumari. when we weigh the benefit between what English got from India and What India got from English, and it is strongly felt that India is benefited more from English. In lndia English is used for international trade and industry. Most of the international business activities are done through American dollar. This itself forces Indian traders to use English for their business communications. However, with the falling value of American dollar against the Indian rupee there is a shift of business dealing from American dollar to European Euro. But, **Brexit** (Britain Exit) from European Union rendered volatile to both in business and also to the English language. The remaining 27 countries in the European Union declared that they would not use English as the language for communication in their official and business situations.

English plays a very major role in our educational system. It is taught as a compulsory subject in almost all the states in the country. Many students find it difficult in getting pass mark in English Still English is persistently made a compulsory subject in India. It is the medium of instruction in technical, medical and law colleges. All PG courses are done through English only the **Kothari Commission (1966)** said,

“Mother tongue has a pre-eminent claim as the medium of instruction at the school and college stages. Moreover, the medium of instruction at the school and higher education should generally be the same. The regional language should, therefore, be adopted as the medium of instruction at the higher stage”. Though, there have been many voices to give importance to promote regional languages in place of English, the importance of English in India is not getting reduced. Considering the importance of English, many Regional Institutes of English have been started to train English teachers. English is the most important language in the country’s national life and educational system. The contribution of English in the growth of knowledge in Medicine, Science and Technology is so great that we are able to live up to the international standards in these fields. English has brought home to us the different developments in the international Scene and helped us in properly understanding the world situations. The importance 0f English in India is felt stronger today than it was during the ruling of the British.

1.4. English as a Link Language :

India is a multilingual country with 18 major languages recognised by the Constitution and more than 350 languages and dialects spoken all over the country. All the States of the Indian Union use their own regional languages for business and commerce, administration and internal correspondence. The framers of the Constitution had envisaged that the national language Hindi would be developed sufficiently fast to be a link language in the country but that has not happened. Also, there was opposition to the introduction of Hindi in some States.

After the formation of linguistic States, regional languages have developed extensively and the people in these States are making an increasing use of their own languages for political, social and cultural development. The regional language which is the mother tongue of most people in the State, is also a successful medium for increasing the literacy of people. Hindi is barely understood in the Southern States. Also, a Bengali cannot understand a Punjabi and a Kannadiga cannot follow a Keralite. The only language which the educated people of different States can speak and interact in is English. Business and trade across the country are carried on through English. Even semiliterate on travel or trade are prompted to use broken English to carry on conversation with people of other States. Tourism and other cross-country industries make use of English on a large scale. The correspondence between the Union Government and the State Governments is carried on mostly in English. English is also the language of the Supreme Court of India.

In the Freedom Struggle, English played a vital role in bringing together leaders from various parts of the country and helped them exchange their thoughts and plan their strategy. Pandit Nehru’s words bear repetition about the invaluable linking role of English in the country and across the world. “The language link is a greater link between us and the English-speaking people than any political link or Commonwealth link or anything else.... If you push out English, does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap, a hiatus. The creation of any such hiatus or gap must be avoided at all costs. It is very vital to do so in the interest of the unity of the country. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future.”

India's abiding connections with the UNO, UNESCO and other World agencies, with the Commonwealth, SAARC, EEC, ASEAN and other economic affiliations, her greater role in the recent context of globalisation and liberalisation of the economy and for the free flow 0f technical knowhow including Satellite technology around the world -all these growing bonds should convince educational planners and administrators of the importance of English as a powerful link language .which will ensure a major role for India in world development.

1.5.English as a Library Language

The Indian Education Commission, popularly known as the Kothari Commission (1964-66) termed English as a Library language. Though the mother tongue is agreed to be the best medium of instruction, the commission insisted that no university degree should be awarded to anyone without the pupil acquiring a certain proficiency in English. English is the key to the storehouse of knowledge and books on all branches of knowledge are available mostly in English. More than 60% of the world's technical journals, newspapers and periodicals are published in English. To keep themselves abreast of all the latest developments, our pupils will have to learn English.

Pandit Jawaharlal Nehru once said, "English is our major window on the world". English gives us a glimpse of all that is happening around the world in literature, science, technology, commerce, politics, sports and culture. Nehru also said that no Indian can get into an intellectual prison after getting the political independence. As Moraji Desai said we should not deny ourselves the cultural and practical benefits of the English language which is by far the most eloquent and popular of all languages. After Independence though English was shown the backseat. it could never be totally banished. It was resulted to keep English only for the following three reasons

I. As a National link language

2. As an international link language. and

3. As a Library language

4. English as a National Link Language

The Constitution of India wanted Hindi to be the official language and English was to continue for another 15 years. As that was opposed by most of the Southern regions. the parliament enacted the Official Language Act In I963 and Prime Minister Nehru assured that English will continue as the Associate Official Language of the country. The Indian Education Commission (I964-66) also recommended the continuance of English in the interest of National Integration and high academic work. Exchange between the states in all walks of life is possible only because of English. Today IMII and Indians have realized that we cannot afford to do away with English.

Check your Progress-3
Note : a. Write your answer in the space given below.

b. Compare your answer with those given at the end of the unit.

3. What is the major reason for which the english is considered as the library language?

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1.6.**Functions of English in India**

1.6.1.**Utilitarian Aim:**

English is world widely spoken language in the world. It is the mother tongue of more than 320 million people and another 200 million use it as their second language. English occupies the unique position of being the language used by the large number of people in the world. The more significant aspect of English is the distribution. English is spread throughout the globe. Even in India it is not only a popular second language but also-the mother tongue of a small Indian community, the Anglo-Indians.

According to the 1977 census nearly two hundred thousand Indians use English as their mother tongue. Few Indian states and union territories. viz., Nagaland, Meghalaya, Arunachala Pradesh, Mizoram and Sikkim have adopted English as their official Language. Mr.M.C.Chagla the chief justice of the Bombay High court once used that English was an Indian language and the supreme court upheld this judgement. Th Sahitya Academy of India recognises English as one of the India languages. Pandit Jawaharlal Nehru even wanted to include English he eighth schedule of the constitution, thus giving it statutory recognition as an Indian language. Because of this great popularity and world wide distribution. English has the pre-eminent claim to be the medium international communication.

1.6.2.Linguistic Aim :

Linguistics is defined as a scientific study of a language. Learning a language means learning how to use the language. However linguistics gives the study of the mechanism of the language. It teaches the way a language works. Linguistics comprises language in all its forms and manifestations. It aims to seek a scientific understanding of language and the ways in which it is organized to fulfil the needs it serves and the function it performs in human life. Linguistics concerned with the human language as a universal and recognisable part of human behaviour. Thus the study of an individual language is the grammar of that language while the study of language in general is linguistics.

Linguistics teaches about four types of difference between languages. Pronunciation, vocabulary, grammar and relationship between speakers. Linguistics aims at classifying the four aspects pronunciation, vocabulary, grammar and relationship between speakers, the meaning and use of language and hence provides terminology to talk about these matters. it provides terminology which can be used by lexicographers, translators, speech therapists, language teachers, scrabble enthusiasts etc. Linguistics is the science of language which has a scientific inquiry into human language into its structures, uses and the relationship of languages.

1.6.3.Integrative aims:

English has been playing an important role in our educational system as well as in our national life. English helped the growth of nationalism which ultimately freed the country from British yoke. English served as a great unifying force in our struggle for independence. It is through this language that leaders from the four corners of our vast country could communicate and chalk out their common plans of action. Even now, English is playing this important role as the national link language for the purpose of inter-state correspondence and as the language of trade and commerce between different parts of the country. English has greatly contributed to the growth of knowledge in India particularly in the field of science and technology. it has brought home to us the different developments in the international scene and helped us in properly understanding the world situations. Prime Minister Nehru also assured the southern states that English would continue to be the associate official language for interstate communication and communication between the states and the centre. English is the only language which is understood by the educated people all over the world. Without English both official and private communication between many parts of the country will be completely cut off. The Indian Education Commission (1964 66) has recommended the continuance of English in the interest of national integration and for higher academic work.

1.6.3. Functional and Utilitarian

English is highly useful to Indians for various reasons.

- It is used for interstate and international communication. It is a window on the world. It is a library language in higher education.
- English, in a way, has united the different states of India, It is a link language. It is a language of trade, industry and commerce.
- All scientific literature is available in English. Only with the help of English our scientists and technologists keep themselves abreast of the latest developments, discoveries and inventions that take place in any part of the world.
- Indian culture, its rich literature, its philosophy and religion were made available to the world only through English.
- Today, English is a passport for the job market. Knowledge of English IS essential for our students for performing well in different jobs.

1.6.4.Cultural Values

- English language is rich in literature. Books on all branches of knowledge are available in English and thus it is educationally valuable.
- English has produced great literary giants and their works help one to develop culturally.
- For many in India reading books in English serves as a leisure time activity. People read English novels and poems for enjoyment.
- Translations of the great literatures of the world are made into English. Similarly, all aspects of knowledge and wisdom of the world are at the hands of one who knows English.

- Freedom and democracy and the need for environmental protection are propagated through English.

1.7.Scope of English Language in India

English is an international language. English has been playing an important role in our educational system as well as in our national life. English was supreme in the pre-independent India, because of British rule over India. English still occupies an important place and position in courts, trade, commerce, industry, educational system and national life of India. Let us see the scope of English through the following points;

a. An Official Language

English was the official language of administration during the British period. After the independence of India, English has been declared as the Associate Official Language of the Union of India for an indefinite period by an Act of Parliament in 1963. As such it dominates the administrative business at the centre as well as in the states. All the administrative work is done in English throughout the country.

b. Language of Court

English still continues to be the language of the courts. So far there is no other suitable language for legal business. Cases are presented and judgments are given in English in Supreme, High and District courts of India.

c. Language of International Trade and Industry

English dominates the fields of trade and industry in the country. Because all the work in these fields is carried on in English, such as; maintenance of accounts, audit and correspondence.

d. A Link Language

English is a national link language of India as well as an international link language of the world. It is the only language which is understood in all states of India and all countries of the world. We can establish social, economic, cultural and political relations with other countries and other states of India only through English.

e. A Library Language

English is the key to the storehouse of knowledge. Most of this knowledge is not yet available in Indian languages. It is in this context that the role of English as a library language becomes important in India.

f. Importance in Education

English plays an important role in the field of education. It is taught as a compulsory subject

in most of the states in the country. It is the medium of instruction in technical, medical, law,science, commerce and other institutions. A large number of English medium schools of SSC, CBSE, ICSE patterns are providing education through English as a medium of instruction.

g. Window to the Modern World

Pandit Nehru had rightly said, "English is our major window on the modern world." English is a window through which we can see the scientific, technological, agricultural and commercial developments taking place in the world. English is the only language through which we have distilled the essence of modern knowledge in all fields of human activity.

h. Importance in Social Life

English plays an important role in the social life of the country. The highly educated and sophisticated sections of our society find it more convenient to talk in English. Invitation cards are mostly printed in English. People generally put their signatures in English. People use thousands of English words in their day to day language. Bills in almost all the shops are given in English.

i. Lingua Franca of India and World

Lingua Franca means the language of communication used by people belonging to different languages. English is the Lingua Franca of not only India but throughout the world.

j. Language of Western Science and Arts

English was the key which opened the gates of western sciences and arts to Indians. By learning English, they not only got a peep into the western sciences and arts but some of them also acquired mastery over them. For ex: scientists like Raman, philosophers like Radhakrishnan, poet like Tagore, etc.

k. Language of Science and Technology

English is the language of science and information & communication technology on which the management and administration of the entire world is dependent. Without English, we cannot learn modern science and information and communication technology.

l. Language of our Literary Development

The credit of developing the Indian languages goes to English. By reading English books, Indian writers developed their own language and literature. The development of modern Indian novel, short stories, drama and literary criticism is entirely due to the impact of English on Indian languages. Such are the reasons that helped English to become an important language in not only India but throughout the world.

Check your Progress-4

Note : a. Write your answer in the space given below.

b. Compare your answer with those given at the end of the unit.

4. What is Lingua franca? and why English is considered to be so?

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1.7.1. Functions of Language

M. A. K. Halliday (1975) explained seven basic functions of language in his book, ‘Exploration in the functions of language’. These seven basic functions can be summarized as follows:

a. The Instrumental Function

The word ‘instrumental' means serving as an instrument or means. The instrumental function refers to the use of language as an instrument to make the recipient do something. For ex:

Requesting (Please, give me a glass of water. Will you do me a favour?)

Commanding (Open the door Throw away this garbage) etc.

It serves the function of ‘I want’ the satisfaction of material needs.

b. The Regulatory Function

‘To regulate' means to control or to direct by a rule, method or principle. The regulatory function of language refers to the use of language to regulate the behaviour of others.

Instruction or teaching can be regarded as a type of communicative behavior intended to cause the addressee to do something. It also includes advising and suggesting. For ex:

1. You should take some rest. (Advising)
2. You must not take things that don't belong to you. (Control through warning)
3. If you steal again, I will smack you. (Control through threat)
4. You will make Mummy very unhappy if you steal again. (Control through emotional appeal)
5. Parking is not allowed. (Control through rule)

c. The Interaction Function

‘To interact' means to ‘to act one upon other or to talk with each other.' The interactional function of language refers to the use of language in the interaction between ‘self and others'. It is a ‘me and you' function. It is the contact-oriented function. It includes greetings (Good Morning, Happy Diwali, Happy Eid, Congratulation), sympathy (I share your sorrow, Keep patience, Allah will help you), gratitude (Thanks a lot, Thank you for your guidance, we are

grateful for your contribution), compliments (Your dress is very good. How beautiful she is!), hostility (Go to hell, Get out of here), etc.

d. The Personal Function

The word 'personal' means private or of a particular person. The personal function of language refers to the use of language to express personal feelings and meanings. It aims at a direct expression of the speaker's attitude towards what he is speaking about. For ex: A poem, a speech, expression of love and sorrow, etc. Thus this function refers to the use of language either to express the speaker's feeling or to evoke feelings on the part of the auditor.

e. The Heuristic Function

The term 'heuristic' is a theory in education based on the idea that a learner should discover things himself. The heuristic function of language refers to language as a means of investigating reality, a way of learning about things that are using language to learn and to discover. It is the use of language for inquiry or questioning.

f. The Imaginative Function

'To imagine' means to form a picture of something in the mind, think of the probability of things. The imaginative function of language refers to language used to create a world of the imagination. It is the use of language for its own sake to give pleasure imaginatively and aesthetically.

The Representational Function

'To represent' means to depict, to show, to describe or to present in words. The representational function of language refers to language used to communicate information. It is the use of language to convey a message which has specific reference to the processes, persons, objects, qualities, states and relations of the real world around us. For ex: books, newspapers, magazines, novels, use of language in mass media, etc.

Check your progress- 5

Note : a. Write your answer in the space given below.

b. Compare your answer with those given at the end of the unit.

5. What does the term 'Heuristic' means? and How it is related with the Language?

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1.8.ANSWERS TO CHECK YOUR PROGRESS :

1. i)Medium of instructions in all levels.

ii)Official language of Central Govt. and state Govts.

iii)Finance, Commerce and medical language.

iv)Higher studies only through English.

v)Many think that speaking in English is a prestige.

2. English has become the global language with its spread, defeating all geographical boundaries.And the vital reason is that the English is considered to be the main language of books, newspapers, airports and air traffic control, international business and academic conferences, science, technology medicine, diplomacy, sports, international competitions, pop music and advertising, all around the world.

3. English is the key to the storehouse of knowledge and books on all branches of knowledge which are available mostly in English. More than 60% of the world's technical journals, newspapers and periodicals are published in English. thus it is considered as the library language.

4. Lingua Franca means the language of communication used by people belonging to different languages. English is the Lingua Franca of not only India but throughout the world.

5. The term 'heuristic' is a theory in education based on the idea that a learner should discover things himself. The heuristic function of language refers to language as a means of investigating reality, a way of learning about things that are using language to learn and to discover. It is the use of language for inquiry or questioning.

1.9.SUMMARY :

In this unit the importance and the principles of the English language is discussed in detail. Before the independence role of the English after the independence role of the English .The importance of the English language in India and it's role in the Indian context is discussed in the beginning. And also the aims of teaching English at the primary level, at secondary level and at higher secondary level are explained in this unit. At the end of the unit, the role of the English in the present day India, such as link language, library language and its functions are explained. English importance and its need as a second language for day today life. Its a court language and its functions in all the way its helpful for the future. English as the major window of the world it's a global language.

1.10.SHORT QUESTIONS:

1.List out few of the basic principles of English language.

2.Write any three aims of teaching English at the primary level.

3.What was the role of English language before Independence?

4.Why is English called as the link language?

5.What are Linguistic aims for teaching English?

1.11.Essay Questions:

1. Explain English as a global language briefly?
2. List out the various functions of English language in detail.
3. Explain the cultural aims and utilitarian aims?

1.12. **KEY WORDS :**

Importance of English – building modern India- nation's pride- world civilization.

English in India - an essential element – to understand and appreciate – unification.

English teaching – primary level- simple terms – secondary level- comprehensive – higher secondary level- complex terms.

Function of language – instrumental function- regulatory function- interaction function-

Personal function- heuristic function – imaginative function- representational function.

1.13.Suggested Books For Reading

1.Celce-Murcia, M., ed. 2001. Teaching English as a second or foreign language, Boston: Heinle& Heinle.

2. Cohen, A.D., Strategies in Learning and using a second language, New York: Longman., 1998.

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4.Jain Praveen. M, Methodology of Teaching English Tools, Techniques and Methods, Aavishkar Publishers, Jaipur,2014.

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7.Naeem, P. (2010). Characteristics and Features of Language.

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Structure

Unit-II

2.0.**LESSON PLANNING**

2.1.Introduction

Lesson planning forms a very essential part of the training given to the pupil-teachers. A teacher may not be in a position to deliver a good lesson without proper planning. Before planning a lesson, a teacher has to keep in mind various things. Material aids to be used, class to be taught, ability of the students to understand the lesson, motivation of the students, are a few out of them.

2.1.2.Meaning of Lesson Plan:

The term lesson plan or lesson planning has been defined by various educationists. A few definitions are given below :

(1) According to N.L. Bossing, "Lesson plan is the title given to a statement of the achievements to be realized and specific meaning by which these are to be attained as a result of the activities engaged during the period."

(ii) According to Bining and Bining, "Daily lesson planning involves defining the objectives, selecting and arranging the subject-matter and determining the method and procedure."

(iii) Prof. Lester B. Sands defines Lesson Plan in the following words, "A lesson plan is actually a plan of action. It, therefore, includes the working philosophy of the teacher, her knowledge of philosophy, her information about and understanding of her pupils, her comprehension of the objectives of education, her knowledge of the material to be taught, and her ability to utilize effective methods." In fact, Lesson Plan is a statement of the achievements to be realised and the specific means by which these are to be attained as a result of activities engaged in, during the period, the class spends with the teacher.

(iv) According to Good's Dictionary of Education, a lesson plan is "a teaching outline of the important points of a lesson arranged in the order in which they are to be Presented. It may include objectives, points to be made, questions to be asked "references to materials, assignments etc. "

2.1.3.Present System of Planning

The present system of planning schemes of work in schools is unsatisfactory and hopeless. Many teachers do not plan their lessons at all and those who plan the schemes of work simply do it as an eyewash. It is a matter of great regret that even the trainees are hardly careful to plan their lessons for a day's work in spite of the best guidance available to them. The present lesson Plans are based on Herbartian steps which is called a skill subject. The aims mentioned in the lesson plans are hardly achieved by the activities mentioned in the present plan. No skill of the language is strengthened in any way with the help of present system of planning.

2.1.4. Importance or Advantage of Lesson Planning

(i) Planning prevents wastage and helps the teacher to be systematic and orderly

(ii) It delimits the field of the teacher in which he is working. It helps him to decide what to deal what and how to deal with it.

(iii) Planning draw our attention to the goals and objectives, to the selection of subject matter and procedures choice of activities and preparation of tests.

(iv) It helps in the proper organisation of the subject matter and activities.

(v) It ensures steady progress by making the teacher work along the line of the syllabus at a suitable rate.

(vi) It provides awareness of teaching objectives and structure of content and teach, has to perform his activities in the direction to achieve the objectives.

(vii) The Learner is motivated or encouraged by linking the new knowledge with his previous knowledge.

(viii) The use of teaching aids, techniques, strategies and tactics is predetermined in the presentation of the content.

(ix) The teaching activities are related to learning structures with the help of scientific lesson plan.

(x) It maintains the sequence of content presentation and prevents the teacher to deviate from the topic.

(xi) Lesson plan stimulates the teacher to ask striking questions.

(xii) It helps the teacher to develop sound linguistic habits in his students.

2.1.5.Types of Lesson Plans

We can classify the lesson plans into three categories on the basis of learning objectives:

(i) Lesson plans related to knowledge.
(ii) Lesson plans related to appreciation
(iii) Lesson plans related to skill

(1) Lesson Plans Related to Knowledge : The aim of knowledge lesson is to give the students information regarding the subject matter. The knowledge, comprehension, application, analysis and synthesis objectives may be achieved by using this type of lesson. This type of lesson plans are used for teaching social sciences and teaching prose and languages.

(it) Lesson Plans Related to Appreciation : The main purpose of appreciation lesson is to develop the affective aspect of students. The appreciation lessons are prepared for developing attitudes, feelings and values among pupils. Teaching of English poetry comes under the head of this type of lesson plan.

(iii) Lesson Plans Related to Skill : The skill lessons are taught to achieve the psychomotor objectives. This type of lesson plans are prepared usually for teaching language and not literature. Skill lessons can also be prepared for teaching drawing music, home science, agriculture, technical subjects and crafts etc.

It is very difficult to prepare a lesson plan for achieving only one type of learning objectives. Every lesson plan has the cognitive, affective and psychomotor objectives in it. Therefore, language lessons are highly

loaded by psychomotor objectives poetry lessons by affective objective (appreciation) social studies and science lessons by cognitive objectives (knowledge).

Check the Progress-1
Note : a. Write your answer in the space given below.
b. Compare your answer with those that are given at the end of the unit.
1. What is lesson plan according to N.L. Bossing?
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2.1.6.various Forms of Lesson Planning

There are many forms of written plans which are used in our country. However, the following three are commonly used :

1. Bloom's or Evaluation Approach to Lesson Planning (Already discussed).

2. RECM Approach to Lesson Planning (Already discussed under the chapter Behavioural Objectives).

3. Herbartian Approach to Lesson Planning, "John Fredrik Herbart is a German philosopher and great educationist. He has divided teaching unit activities into five steps. His approach is theoretically based on apperceptive mass theory of learning. Therefore, he gives more emphasis on teacher presentation." This approach has given the following five steps:

1. Preparation

2. Presentation

3. Comparison and Association

4. Generalization

5. Application or Recapitulation

Outline of Lesson Plan : The following outline is drawn from the five steps mentioned above. This outline will help the teacher to prepare and teach a lesson properly :

(i) Subject, topic, class with section, period and date.
(ii) General objectives of the teaching subject.

(iii) Specific objectives related to the topic.

(iv) Introduction, and statement of aim.

(iv) Presentation including developing questions.

(v) Explanation and Blackboard summary.
(vi) Review questions or Recapitulatory questions, and
(vii) Homework or assignment.

2.2.MICRO TEACHING

2.2.1**Definition**

For the first time, the term micro teaching was coined by Dwight W. Allen and his Co- workers in 1961 at Stanford University, USA.

The concept of micro teaching was introduced in India in I967. Prof. D.D. Tiwari of Govt. Central Pedagogical Institute, Allahabad, N.C.E.R.T. and some universities of India started propagating the concept of micro teaching. According to Encyclopaedia of Education (Ed, Deighton), "Micro teaching is a real, constructed, scaled down" teaching encounter which is used for teacher training, curriculum development and research. "

1. According to Allen (1966), "Micro teaching is a scaled down teaching encounter in class size and class time."

2. According to Allen and Eve (1968), "Micro teaching is defined as a system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practise teaching under controlled conditions. "

3. According to Prof. R.N. Bush (1968), "Micro teaching is a teaching technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of five to ten minutes encounters with a small group of real students, often with an opportunity to observe the result on video tape. "

4. According to BR. Passi (1976), "Micro teaching is a training technique which requires pupil-teachers to teach a single concept, using specified teaching skills to a small number of pupils in a short duration of time."

5. According to Peck and Tucker, "Micro teaching is a combination of a conceptual system for identifying precisely, specified teaching skills with the use of video-tape for feedback to facilitate growth in these teaching skills. "

2.2.2.Concept of Micro Teaching

Micro Teaching is one of the teaching innovations for teacher-education. It is an attempt to modify teacher's behaviour according to specified objectives. It provides an opportunity to practise one teaching skill at a time. It aims at modifying teacher‘s behaviour in terms of specific skill of teaching. In traditional teaching, a teacher-trainee does not understand its exact error he is committing or the exact skills, which are involved in teaching effectively. Micro Teaching defines and identifies all the various skills in teaching and imparts training to teacher-trainee through feedback.

Teaching leaming process is not a simple activity. In fact, it is a complex phenomena. The activity of teaching is a challenging activity. It poses a challenge for those who want to take up the profession of teaching. A teacher has rightly said, Teaching is my worship students my treasure and books my companions. I love the very fragrance of books." If we observe the lesson of a teacher during one period of 40 minutes, we shall find many interesting things there. We find that while delivering the lesson the teacher is explaining the things by giving examples. He is asking the questions, is writing on the blackboard is revising the lesson with the help of the students, is giving them home work is checking the home work given to them the previous day. We also find that he/ she is motivating them and trying to maintain this motivation. All these skills and techniques cannot be learnt in one day. A continuous and special training is needed for acquiring these skills.

During the training period, the teacher trainee tries to learn these skills. He/she is supposed to put into practice what he/she has learnt in theory. In fact, during the period of training, the teachers' trainees are supposed to help the trainees to acquire these skill: Micro-teaching is a procedure which helps the pupil-teachers to learn these skills. In micro-teaching the number of pupils and duration of the period is reduced. The complexities of the usual classroom teaching are reduced by reducing the number of students and the duration of the lesson. Micro-teaching tries to make teaching a simple and interesting process. In short, learning a few skills of teaching by the teacher will make the teaching learning process an interesting affair.

Cycle



2.2.3.Main Characteristics

Teaching : Micro teaching is the real teaching. It take place in real class room situation, in which student-teacher and some students are involved.

2. Scaled Down Teaching : It is scaled down teaching : (a) to reduce the class size to 5 to 10 students. (b) to reduce the duration of period from 5 to 10 minutes. (c) to reduce the size of the topic. (d) to reduce the teaching skill.

3. Provides Feedback : It is highly individualized training device which provides feedback knowledge of result for trainee's performance. 4. It is a device for preparing good and effective teachers.

2.2.4.Micro Teaching Procedure

The procedure for teaching a micro lesson consists of the following steps :

1. Modeling the Skill : A particular skill is explained to trainees in terms 0‘ teaching behaviour to provide the knowledge and awareness of the teaching skill. This step is called modelling Models are of two types.

(i) Perceptual Model : This model is presented by way of demonstration. It is virtually perceived by the trainee.

(ii) Conceptual Model : Conceptual model is usually presented in the form written material. It is conceptualized by the trainee. Generally, the micro-teaching techniques uses the perceptual model. The specific skill which is to be explained to the trainees can be demonstrated by an expert. It can be shown to the trainees through a video-tape or a film also.

2. Planning the Lesson : The trainee plans a short (micro) lesson in which he/she can practise a particular skill. The duration of this short lesson is usually 5 to 7 minutes.

3. Teaching the Lesson : This lesson is taught to a small group of students by the nice The lesson is observed by a supervisor or peer trainees.

4. Discussion (Feedback Session) : At this stage the performance of the trainee is discussed by the supervisor and peer trainees. Some suggestions are made by the supervisor or the expert. This is called feedback. It should be noted that the feedback should be given in such a way that it does not hurt the feelings of the pupil teacher.

5. Re-plan : In the light of the discussion and suggestions (feedback) given by the Next, the pupil teacher replans the lesson. This replanned lesson is an improved version of the previous lesson which was taught by the pupil teacher.

6. Re-teach : In this teaching session the same procedure is followed as was done at the teaching stage.

7. Re-feedback : At this stage the same procedure is followed as was adopted at the discussion stage.

8. Re-discussion.

9. Repeating the cycle up to the desired level of the skill is achieved.

What is a Teaching Skill ?

A teaching skill is an activity or action which is repeated at number of times during the course of teaching. Prof. N.L. Gage has defined a teaching skill as follows, “Teaching skills are specific instructional activities and procedures that a teacher may use in class room. These are related to the various stages of teaching or in the continuous flow of the teacher performance. "

A teacher while facing the class is engaged in a number of activities to achieve the aim of teaching. These activities are either in verbal or non-verbal form, positive or negative form. All these activities of the teacher are known as teaching activities or teaching behaviour. The teaching behaviours which are measurable, observable, demonstrable and can be developed through training are known as Teaching skills.

SKILL	COMPONENTS
i. Writing instructional Objectives ii. Organising the content iii. Creating set for introducing the lesson iv. Introducing the lesson v. Structuring classroom questions vi. Questions delivery and distribution	Clarity, relevance to the content, adequacy with reference to the domains and level of objectives, attainability in terms of pupil outcomes. Logical organisation according to content and psychological organisation as per need of the pupil. Greeting, accepting greeting, securing attention and giving instructions. Linking with past experiences, link between introduction and main parts, use of appropriate devices/techniques like questioning, examples exhibits arousal. Structuring questions at different levels which are grammatically correct, precise and relevant to content. Questions ‘delivered with appropriate speed. Management of pupil responses using techniques like prompting, eliciting further information, refocusing and asking

vii. Response management	awareness questions according-rejecting, redirection.
viii. Explaining	Clarity, continuity, relevance to the content, using beginning and concluding statements, covering essential points.
ix. Illustrating with examples	Simple, interesting and relevant to the point being explained.
x. Using teaching aids	Relevant to content, appropriate to the pupils' level, proper display and appropriate use.
xi. Stimulus variation	Body movements, gestures, change in intonation and pitch, change in interaction pattern and pausing.
xii. Reinforcement	Use of praise words and statements, accepting and using pupil ideas, repeating and rephrasing pupil ideas. Use of pleasant and approving gestures and expressions, writing pupil answers on blackboard.
xiii. Pacing of the lesson	Adjusting the speed of the lesson to the level of the pupils and difficulty level of the content.
	Providing opportunity to pupils to increase participation through asking questions, creating climate of participation, use of silence and non-verbal cues.

xiv. prompting pupil participation	Legible, neat, adequate with reference to the content covered
xv. Use of black board	Summarization, establishing link between the present learning with easier as well as future learning, creating a sense of achievement in pupils.
xvi. Achieving closure of the lesson	Relevant to the content covered and level of pupils.
xvii. Giving assignments	
xviii. Evaluating the pupil's progress	Relevant to the instructional objectives, use appropriate questions and observations.
xix. Diagnosing pupil learning difficulties and taking remedial measures	Identifying learning difficulties along with causes, remedial measure suited to the type of the learning difficulties and the level of pupils.
xx. Management of the class	Attention behaviour reinforced and directions given to eliminate non-attending behaviour, clarity of directions, appropriate handling of pupil's disruptive behaviour.

2.2.5.Advantages of Micro-Teaching

Micro-teaching has the following advantages :

1. Micro teaching is a very useful device for the modification of the behaviour of

the teacher.

2. It decreases the complexities of teaching because it is a scaled down teaching in terms of class size and class time.

3. It helps the teacher to understand teaching in a better way. This is possible because micro teaching breaks the whole teaching into teaching skills.

4. It makes teaching individualised because every pupil-teacher makes progress in developing the teaching skills at his/her own pace depending upon his/her ability.

5. It is a good research tool for observing the behaviour of teachers. Nowadays micro teaching is used all over the world in the field of research.

6. Micro teaching is based on feedback mechanism. When the pupil teacher is delivering the lesson, an observer is observing it. After the lesson is over, the observer, who is an expert, gives his suggestions for improving the lesson.

7. It enables the pupil teacher to master these skills. This will prove very helpful to him/her when he/she takes up the profession of teaching.

8. Micro teaching is a better teaching than the traditional teaching practice programmes. In it the pupil teacher concentrates on practising a specific teaching skill.

9. It helps the pupil teacher in increasing his/her self-confidence.

10. Micro teaching can take the shape of simulated teaching. Its session can include real students or even peers. It can be called simulated teaching when peers act as students.

2.2.6.Limitations of Micro Teaching

In spite of its advantages and merits. micro teaching has certain limitations. A few of them are given below :

l. Micro teaching is a time consuming process because it is not a real teaching situation. ln real teaching the teacher has to control the whole class.

2. it is a costly practice. lf we want to get its full benefits, the video recording should be done. Video recording is a costly affair for lndian schools.

3. There is a lack of expert observers for observing the micro lesson. Every observer has to provide feed-back which is not an easy job for every observer.

4. Micro teaching is a technique which is used for training the teacher-trainees. It cannot be used in the real classroom situations because there is a large number of students in the class.

5. It kills the creativity of a teacher because he/she has to follow certain definite steps in it.

6. There is no scope for integration of teaching skills. Micro teaching tries to train pupil-teacher in individual skills. Integration of skills is a very difficult job.

7. Motivation is a must in education but there is no scope for motivation in micro teaching.

Check your progress-2

Note : a. Write your answer in the space given below.

b. Compare your answer with those that are given at the end of the unit.

2. Explain the meaning of teaching skill.

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How Many Skills:

The number of skills involved in the teaching process are many. In fact, it is an interesting subject of study. Many researchers have conducted researches on it. Some findings show that there are fourteen skills. Some researchers have said that the number of skills is eighteen. Others have given a list of 21 skills. Here, we are giving a brief description of the skills which are prescribed in the syllabus :

2.3. Skill of introducing a Lesson

Skill of Introducing a lesson is a very important skill of teaching. It is said that first impression is the last impression. It is also said that well begun is half done. Therefore, this skill has a great importance for the teachers under training. The pupil teachers prepare the lesson keeping in mind the fact that this will help them to begin the lesson.

The trainee enters the class and says, “Good morning. students, today I shall put some questions to you, please try to answer them properly." Then the teacher puts three or four questions to the class one by one. All these questions are asked by the teacher to test the previous knowledge of the students. Out of these questions the first three questions are answered by the students correctly. These questions are generally based on the lesson which was taught the previous day. The last question leads to the creation of a problem for the students. When the last question is not answered by the students, the pupil teacher introduces the lesson. Thus the skill of questioning is used for introducing the lesson.

Example of the skill of introducing a lesson :

(a) Questioning

Subject : English

Topic : Paragraph 'Diwali'

Teacher : Why is India called the land of festivals ?

Pupil : India is called the land of festivals because many festivals are celebrated here.

Teacher : Give the names of different festivals celebrated in India.

Pupil : Holi, Lohri, Diwali etc.

Teacher : Who is she ? (by showing them a picture of goddess Lakshmi)

Pupil : She is goddess Lakshmi.

Teacher : When do you light the candles and worship the goddess Lakshmi ?

Pupil : On Diwali Festival.

Teacher : Compose, a paragraph on 'The Diwali Festival'.

Pupils : No Response from the class.

At the last question the students do not speak anything. They remain silent. Then the teacher asks them, "Please speak a few sentences on The Diwali Festival." One or two students try to speak one or two sentences but they are not able to continue the topic. Then the pupil teacher says, "Well students ! today we shall learn to write a paragraph on The Diwali Festival."

Thus the lesson has been introduced in an effective manner. This can be seen from the verbal and non-verbal behaviours of the pupils. The teacher has been successful in mating the interest of the pupils in the lesson. In this way the teacher has tested the previous knowledge of the students. The last question which puts a problem before the students has helped the teacher to start the lesson.

In the above given example the skill of questioning has been used to introduce the lesson. There are a few other skills which can be used for introducing a lesson. These are :

(b) Lecturing/Describing/Narrating/Illustrating is also used for introducing a lesson. This is a very effective device which can be used in higher classes.

(c) Story Telling : It is a very useful device for introducing a lesson in lower classes. In order to capture the attention of the pupils, a story which is somewhat related to the lesson can be told.

(d) Role-playing/Dramatization : This device can be used for introducing a lesson to lower classes. It will arouse the curiosity of the students to know about the lesson which is to be introduced.

(e) Use of audio-visual Aids : Audio-visual aids are very important tools in the hands of the teacher for introducing a lesson. This will help the teacher to get the pupils' attention more easily than any other device.

(f) Experimentation/Demonstration : Another device for introducing the lesson is experimentation/demonstration. Through an experiment or a demonstration, a lesson M be introduced in an interesting manner.

2.3.1. Skill of Fluency in Questioning

Questioning is one of the most important devices of teaching. Socrates has advocated the question-answer method of teaching. In this skill the teacher puts the questions to the class. Students give the answers. This leads to the active participation of the students in teaching-learning process. In this connection Prof. Colvin has observed, “The efficiency of instruction is measured in a large degree by the nature of the questions that are asked and the care with which they are framed. No teacher of elementary or secondary subjects can succeed in his instruction who has not a fair mastery of the art of questioning. ” Prof. Raymont says, “The acquisition of a good style of questioning may be laid down definitely as one of the essential ambitions of younger teachers. ”

The purposes of Questioning Skill are as follows :

l. Prompting

2. Seeking further information

3. Refocusing

4. Redirection

5. Increasing critical awareness

The skill of questioning can also be used for the following purposes :

(i) To test the previous knowledge.
(ii) To stimulate interest.
(iii) To ascertain whether the students have followed what has been taught.
(iv) To stimulate mental activity by guiding, directing and encouraging their thoughts.
(v) To secure their co-operation.
(vi) To recapitulate the lesson learnt.
(vii) To develop new ideas.
(viii) To promote understanding.
(ix) To apply information.
(x) To develop appreciation.
(xi) To discover the status of group or individual learning.
(xii) To test for objectives taught.
(xiii) To attract attention.
(xiv) To remove the shyness.
(xv) To introduce variety.
(xvi) To discover the interests of the students.
(xvii) To develop the habit of enquiry and research.

Conclusion : While concluding we can say that the skill of questioning is very important in the Teaching of English as a foreign language. The skill of questioning is a very important skill for a teacher to learn. Prof. F. Theodore Struck observes, “Good questions by their very nature, are educative, and they have a very prominent place in all kinds of learning. ” Mr. Ryburn says, “It is no exaggeration to say that the success of a teacher in any particular lesson, and in teaching in general, depends upon his ability to question well.

2.3.2. Skill of Reinforcement

Skill of reinforcement is a very significant skill in the teaching-learning process. This technique belongs to the area of psychology of learning. It helps in influencing the behaviour of the learner. There can be two types of reinforcement positive reinforcement ,and negative reinforcement. The se of the positive reinforcement strengthens the desirable responses or behaviours. On the other hand, the use of the negative reinforcement is made for weakening the undesirable responses or behaviours. Therefore, We can define the skill of reinforcement as the art of learning the judicious and effective use of reinforcers by a teacher. This use is made for influencing the behaviour of the pupils in the desired direction for getting the maximum participation of the pupils. This is done for getting the better results in the teaching-learning process.

Anything that reinforces or strengthens can be called reinforcement. A teacher must learn the skill of reinforcement if he wants to be a good teacher. In the process of teaching-leaming a good teacher always tries to encourage his students. As far as possible, he tries to make use of the positive reinforcers. Every effort is made by him to avoid the use of negative reinforcers because these discourage the students.

Components of the Reinforcement Skill

The components of the skill of reinforcement are given below :

(i) Positive Reinforcers

(ii) Negative Reinforcers

Positive Reinforcers

Positive reinforcers of the skill are :

(i) The teacher praises the behaviour/answers of the students by saying, ‘Good’, ‘very good’, ‘fine’, ‘very fine’, ‘nice’, ‘very nice’, and ‘excellent’, ‘very excellent’ etc.

(ii) The teacher accepts the answers of the students and says, “Please repeat it.”

(iii) The responses of the students are spoken by the teacher himself in the same words or these are rephrased by him with a little change.

(iv) The responses of the students are written on the blackboard by the teacher without any change.

(v) The teacher uses gestures and other non-verbal actions conveying pleasant feelings or approval of pupil responses like nodding of head or smiling etc.

(Vi) Sometimes extra verbal reinforcers like Aha ! ooh! Aaha! are used by the teacher.

Negative Reinforcers

The negative reinforcers of the skill are those verbal behaviours of the teacher which bring about negative reinforcement. A few of them are given below :

(i) In different class room situations, the use of discouraging words like 'no',"wrong', 'incorrect', 'stop it', 'nonsense', etc. is made by the teacher.
(ii) Sometimes the use of discouraging statements such as 'I don't like your answer'. 'That is not good', etc. is made by the teacher.
(iii) The use of discouraging gestures is made by the teacher. For example, raising the eye-brows, nodding the head, walking around etc.
(iv) Reinforcers are used by the teacher when they are not needed. These have negative effect on the students.
(v) Sometimes reinforcers are used by the teacher when they are not required.
(vi) The teacher uses the reinforcers in a too less or too much amount than desired .

Conclusion : While concluding it can be said that the skill of reinforcement is an important skill for learning the art of teaching. The proper use of the possible reinforcers will bring encouraging results. If the uses are not made properly, the reinforcers may become negative reinforcers. It is essential for the teacher to practise the occurrence of all the desired behaviours. He should avoid the use of undesirable reinforcers.

2.3.3. Skill of Explaining

Explaining means to expound, to elucidate, to clear the ambiguity and to deveIop understanding. In the words of Panton, "Explanation forms a kind of bridge between telling and revealing knowledge to the learners, and it involves a number of other techniques as well as narration and description. Throughout the process the teacher must keep in close touch with the minds of his pupils, suggesting lines of thought, questioning them, answering their questions, setting them on practical work, examining the results obtained, discussing significant problems etc. "

In short, the skill of explaining may be defined as the art of learning the use of interrelated appropriate statements by the teacher for making the pupils understand the desired concept, phenomenon or principle.

The teacher should keep in mind the following points while making use of this skill :

(i) There should be a definite aim before the teacher and the students.
(ii) There should be a logical sequence in explanation.
(iii) The teacher should make use of simple language while making use of this skill.
(iv) The theme should be divided into different well arranged sections.
(v) During explanation, the children should be encouraged to ask questions to clear their doubts if any.

(vi) There should be a stress on the important points. The teacher should write essential points on the blackboard.

(vii) The teacher should make free use of illustrations, pictures and other audio-visual aids to make explanation effective and interesting.

(viii) The questions may be asked by the teacher in order to test whether explanation has been well-understood.

(ix) The teacher should avoid over-loading of the lesson.

(x) It is essential that the explanation should be rapid.

(xi) It should come at the proper time so that the students should be given opportunities to ask questions.

(xii) The teacher should give a summary of the whole discussion at the end of the lesson. It will make the things more clear to the students.

2.3.4. Skill of Illustration with Examples

Illustration is important for making the meaning clear to the students. It will help the students to acquire proper knowledge. Dictionary meaning of illustration is, “To make clear; intelligible, comprehensible. to elucidate, explain or exemplify as by means of figures. comparisons and examples. ” illustration means such things-models, pictures, charts etc. as help in the explanation of difficult ideas and processes by throwing light upon them. They make an appeal to the senses and the imagination of the learners, make the idea clear and enable the children to grasp correct knowledge.

Importance of Illustration

(1) Illustration as a device of teaching is very important for the teaching of language. It attracts the attention of the pupils.
(2) It makes the lesson clear and interesting.
(3) It is a good antidote to the disease of verbalism.
(4) It decreases the mental tension of the students by making the lessons interesting.
(5) Illustration makes concrete description to the abstract ideas and thoughts.

Types of Illustration

Illustration can be divided under two categories :

(a) Verbal Illustrations

Verbal illustrations are those which affect the mind of the child through the medium of ideas expressed in words. Under this category we have :

(i) Analogies and comparison (ii) Similes and words (iii) Pictures and stories

(b) Non-verbal or Concrete Illustrations

These types of illustrations have direct influence through the senses. These are more important and more powerful than the verbal illustrations.

Under this category we have :

(a) Concrete materials such as actual objects or specimens.

(b) Models or solid representation of objects.

(c) Pictorial or photographic representation of objects.

(d) Blackboard sketches, diagrams, paintings etc.

(e) Graphs, maps and charts.

Practical Suggestions

1. Illustration should be accurate and exact.

2. Illustration should be simple and comprehensible.

3. Illustration should be relevant to the topic.

4. These should be interesting and according to the interest of the children.

5. The teacher should not use too many illustrations in a single lesson.

6. The teacher should use simple and correct language in verbal illustration.

7. Illustration to be used in the class should be prepared in advance.

8. Illustration should be properly handled and exhibited so that every child is able to see them clearly and easily.

9. There should be a variety in illustrations.

10. The teacher should keep the concrete illustration before the students for sufficient time. So that they should be able to observe, feel and draw out their conclusion.

Check your progress-3

Note : a. Write your answer in the space given below.

b. Compare your answer with those that are given at the end of the unit.

3. What are the five main purposes of questioning skill ?

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2.3.5. Skill of Stimulus Variation

It is a very important skill in the teaching of a lesson. The lesson becomes dull and boaring if the teacher does not make use of this skill during teaching. The skill of stimulus variation may be defined as a set of behaviour for bringing desirable change or variation in the stimuli used to secure and sustain pupils attention towards class room activities. A good teacher goes on varying the stimulus in order to bring in variety in his teaching. The skill of introducing change or variation in the attention capturing stimuli in a class room can have the following components :

(i) Movements

(ii) Gestures

(iii) Change in voice

(iv) Focusing

(v) Change in the interaction styles

(vi) Pausing

(vii) Aural-visual switching

(viii) Physical involvement of the students

A good teacher does not stand like a statue in the class room. He makes movements which are meaningful. Sometimes he uses gestures during his narration or explanation of a topic to the class. These gestures of the body add to his style of teaching. In this manner his way of teaching becomes more effective. Sometime he starts writing on the blackboard. This proves to be another variation in the stimulus. Another way to have a variety in his teaching, the teacher can change his intonation. Intonation may be defined as the rise and fall of the pitch in a speaker's voice. It is a very significant feature of English language. Through intonation he can provide a stimulus to students. Sometimes he brings a change in his style of interaction with the class. Putting questions to individual students can be another stimulus. Sometime he may make use of pause here and there during the course of his teaching. This helps the class a lot. Speaking without pauses makes the lesson dull and dry. In short, in the present age of science and technology the use of different audio-visual aids makes the lesson interesting and effective. So the teacher should master the skill of stimulus variation if he wants to be a successful teacher.

2.3.6. Skill of Blackboard Writing

Skill of blackboard writing is a very important skill in the teaching learning process. A teacher should try to master this skill if he wants to be a good teacher. We are giving below a brief description of the skill and its usefulness for the teacher :

The Blackboard : "Among the various audio-visual aids which can be used to transcend the narrow limits of the class room, the cheapest and the best is the blackboard. But very few teachers make full use of its vast range of possibilities in a language teaching. " Even in the modem age of television and teaching machines, it remains as the most trusted and powerful companion of a teacher. The blackboard can be of different types--wall, standing, revolving or reversible and rolling. It can be used for the following purposes :

(i) In the early stages of language teaching, the blackboard can be the centre of pupil's activity in speech and free expression. For instance, the teacher can ask the pupils to make simple drawing of objects they have seen outside the class room.

(ii) In the teaching of reading, the blackboard can be used in different ways. In the preparatory stage the experience chart, can be built up on the blackboard with the active eo-operation of the class. The experience chart is built up on a simple experience, such as a visit to a place of interest in the locality. As the pupils describe their experiences in simple statements, the teacher selects suitable sentences and writes them on the blackboard one below the other.

(iii) Use of sentence patterns and structures can also be taught through simple blackboard illustrations.

(iv) It can be used for teaching simple grammatical forms, such as singular and plural, the various tenses, active and passive voice etc.

(v) For teaching writing, it can be used very effectively. The teacher can demonstrate the formation of letters through it. He can help the pupils in improving their handwriting.

(vi) The rules of spelling can also be illustrated with the help of the blackboard. Prof. C.S. Bhandari observes, "Reading from 'the board helps to fix in the mind the spelling of words aid their order in phrases and sentences. "

(vii) It can be used for testing. For example, the teacher relates a story and the students are asked to illustrate it. Students may go in groups or one by one and illustrate the story on the blackboard.

Rules for use of Blackboard:

Keep it neat and clean every thing put upon it must be written or drawn with care.

(i) Not too much, not too little.

(ii) See that it is in the right place; walk round the class to make sure that sunlight is not shining upon it and hiding what is written upon it from some pupils.

(iii) Know what you are going to put on it before you begin.

(iv) Draw picture, diagrams, tables.

(v) Use coloured chalks, but not too many for they are expensive.

(vi) Let your pupils use the board as alien as you see it your self. Let them write and draw on it, sometimes for the class, sometimes for you.

Limitations

It can serve limited audience.

(i) We cannot show motion on it.

(ii) Chalk dust poses a nasty problem.

Check your progress-4

Note : a. Write your answer in the space given below.

b. Compare your answer with those that are given at the end of the unit.

4. What are the main components of the skill of stimulus variation ?
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2.4.ANSWERS TO CHECK YOUR PROGRESS

1. According to N.L. Bossing, “Lesson plan is the title given to a statement of the achievements to be realized and specific meaning by which these are to be attained as a result of the activities engaged during the period.”
2. The teaching behaviours which are measurable, observable, demonstrable and can be developed through training are known as Teaching skills.
3. 1.Prompting
   2. Seeking further information
   3. Refocusing
   4. Redirection
   5. Increasing critical awareness

   4.(i) Movements
   (ii) Gestures
   (iii) Change in voice
   (iv) Focusing
   (v) Change in the interaction styles
   (vi) Pausing
   (vii) Aural-visual switching

2.5.SUMMARY

The second unit consists of the content of lesson planning, is the technique to teach through proper methods and using the sub skills for teaching learning process. Introduction and the definitions of the lesson plan are given at the beginning. The various types of the lesson plan are then discussed. And the new concept of micro teaching is innovative teaching technique explained along with it’s main characteristics, advantages and limitations and it help to tech the lesson in proper and appropriateness. And at the end of the unit, various skill of introducing the lesson are discussed in detail along with it’s components to write the lesson plan and make the classroom effectively.

2.6.KEY WORDS

Instructional planning: It is a system of actions intended to induce learning.

Micro teaching: It is a scaled down teaching new techniques

Re-inforcement- the skill use positive and negative reinforcement

Skill Questioning – asking the appropriate questions

Stimulus variation – Make the students to stimulate

Black board – one of the Aid for Teaching

2.7.SHORT QUESTION

1.What is a lesson plan and what are it's types ?

2. Give the definition of micro teaching.

3. Draw the micro teaching cycle?.

4.Write the skill of Explanation?

5. What are advantages of micro teaching skill?

2.8.Essay Type Questions

1.Define lesson plan and write down it's advantages and disadvantages.

2. Explain in detail about the various skills of micro teaching along with it's components?

3.Explain the Skill of Re-inforcement?

4.Define micro teaching and explain its important features?

5.What are the merits and demerits of micro teaching?

6. Explain the process of micro teaching with the micro teaching cycle?

2.9.Suggested Books

1.Grand Strand D.J, Pedagogy of English Part-I, Sri Krishna Publications, Chennai,2017.

2. Jesa, M. (2005). Efficient English Teaching. New Delhi: APH Publishing Corporation.

3.Jain Praveen. M, Methodology of Teaching English Tools, Techniques and Methods, Aavishkar Publishers, Jaipur,2014.

4.Kumari, A.V (2014). Methods of Teaching English. Guntur: New Era Publications.

5.Mowla Shaik, Techniques of Teaching English, Neelkamal Publications Pvt. Ltd, Hyderabad, 2009.

6.Planning and Preparation of teaching University Technology .

7.Schwartz, M. (n.d.). Self-evaluation of teaching. Learning & Teaching Office, Ryerson University.

8.Sachdeva M.S, Modern Teaching of English, Tandon Publications, Ludhiana, 2013.

9.Sydney https://www.uts.edu.au/...teaching/teaching...teaching/planning-and-preparing-teaching

UNIT-III

Structure

3.10. **Key words**

3.11. Short Questions

3.12. Essay type Question

3.13. Suggested Books for Reading

UNIT-III

3.1.Language Definition

According to **Sapir (1921),** “Language is primarily human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols".

According to **Trager and Bloch (1949)**, “a language is a set of arbitrary vocal symbols by means of which social group communicates.

According to **Chomsky (1968)** “Language development (is a; result of the progressive gain of maturity the unfolding of child’s genetic capability for language.

3.1.1.GENERAL PRINCIPLES OF LANGUAGE TEACHING

In our country, we have different states with different regional languages. People living in those states use their own languages for conversation, discussion, etc. But English is a language which links than together. The leaders from different states meet sometimes formally over a common platform. By using this language, they can convey to one another their heartfelt desires and thus they can share the views of one another.

To put it in Nehru’s words, “The language link is greater link between us and the English speaking people than any political link or common wealth link or anything else. It is so because we can see how their thoughts are functioning, much more than in other European languages.”

3.1.2.Principles of language teaching / teaching English?

Scientific approach: A scientific approach to language teaching uses scientific information. It is based on theory and a set of principles which are internally consistent. A scientific approach measures results. It is impersonal so that it can be discussed and verified objectivity. It is open because it permits new facts and experience.

Principles of Language Teaching: According to Robert Lado (1964), the language teaching involves the following general principles.

Speech before writing: Listening and speaking should be taught first, reading and writing next. Speech cannot be invented by the student. It has to be imitated. Teacher should serve as a good model to authentic speech. He can also use tape recordings to provide good models and a variety of authentic native speakers.

Basic sentences: The teacher should help the students memorize basic conversational sentences as accurately as possible. Short statements and patterns must by taught earlier, conversational dialogues are preferable to poetry or prose. So, the language teacher should help his students acquire mastery of basic sentences in English language.

Pattern as Habits: The language teacher should establish the patterns as habit pattern of practice, knowing words, individual sentences and rules of grammar. The student must learn to use it.

Sound system for use: The language teacher must teach the sound system structurally by using demonstration, imitation, aids and fluency.

Vocabulary control: The language teacher should keep the vocabulary load to a minimum, while the students are mastering the sound system and the grammatical pattern. The language teachers need not concentrate teaching more vocabulary or the beginning. However, the teacher should expand the vocabulary to adequate levels among students.

Problems in Teaching: Problems are those units and patterns that show structural difference between the first language and the second. Since the problems differ according to each native language, different emphasis in teaching are required for the different language backgrounds.

Writing as Representation by speech: Reading and writing should be taught on the basis of the language units and patterns that the student already knows. It implies that the teaching reading and writing are distinct from teaching speech, and they should not be confused with it.

Graded patterns: The language patterns must be taught gradually, in cumulative graded steps. To learn a language is to acquire a new system of habits and habits are acquired slowly. For example, the teacher must:

Begin with sentences, not words and sequence them.

Introduce sub-sentences elements, such as parts of speech, structure words, etc.

Add each new element or pattern to previous one as "cumulative steps'.

Adapt the learning difficulty to the capacity of the students.

Language Practice versus Translation: Translation is not a substitute for language practice. Therefore, the language should be taught first and then translation may be taught as a separate skill.

Authentic Language Standards: The language should be taught as it is, own the language style to be taught is that of educated native speakers.

Practice: Practice increases the amount of learning. So the student must be engaged in practice most of the learning time.

Shaping of responses: When a student gives a partial or incorrect response, the teacher can help the student by giving a full response by the methods of partial on props.

Immediate Reinforcement: While teaching, the student should know immediately the correctness or incorrectness of his response. This improves learning.

Content: The meaning of content of the second language should be taught as it has developed in culture where the language in spoken natively.

Teaching for learning outcome: The teacher must teach primarily to produce learning outcome rather than to please or entertain.

3.1.3.Conclusion:

Effective learning of a language depends on the effective teaching of it. But effective teaching, in turn, depends on the application of general principles of language teaching. An English teacher may have the knowledge of several methods and approaches for teaching the language. But he should follow and apply the scientific principles in order to improve his teaching.

Check Your Progress-1

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Define Language.

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3.2.LIGUISTIC PRINCIPLES

A good teacher of the subject teaches well and even then he is not satisfied with it. He is always after evolving new ways of teaching English He remains in search of some innovations and new principles of teaching in order to make his teaching more fruitful. Both aims and principles make the teaching-leaming programme effective. Teaching-learning of a language is a matter of practice. The language teacher can teach the language any way he likes. But the knowledge and application of certain principles help him to teach the same language effectively. Effective teaching of a language based on certain principles.

The main linguistic principles of teaching are explained here below :

3.2.1.Imitation:

Learning of any language is based on the principle of imitation. In fact, imitation is natural to man. From childhood, language is best learnt through imitation. It is very true in the case of small children. Whatever they see all around them, they imitate those things in the same way. Sometimes even the wrong habits of the teacher are carried on by the small children. If a teacher has poor pronunciation, his students at the early stages of learning the language will pick up the same poor standard of pronunciation from him. The bad handwriting of the teacher may also have adverse effect on the learners. It has been seen if some

teachers is in the habit of writing with left hand, the students under his charge also acquire that habit of writing with left hand.

So the teacher who is given the charge of teaching the small children must be good through and through. He should have a model type of pronunciation. His handwriting should be very good. He must possess good habits. All this will have very good impact on the growing personalities of the small children. It is, therefore, very strongly recommended that really good teachers should be recruited for teaching the small children in the schools.

3.2.3. Practice and Drill.

Learning of a language is a habit formation process. Habits are formed through repetition. Continuous practice and drill work are needed for it. All aspects of language learning i.e. listening, speaking, reading and writing can be acquired after a lot of practice. They should learn to use the language correctly though they may not know the rules of grammar. Robert Lado says, "To know the language is to use its patterns of construction with appropriate vocabulary at normal speed for communication."

Practice makes a man perfect. Leaming a language is more a matter of skill rather than of knowledge. Robert Lado rightly says, "The student must be engaged in practice most of the learning time. This principle has a psychological justification since other things being equal, the quantity and permanence of learning are in direct proportion to the amount of practice." In this regard, Fries recommended eighty four per cent of time be devoted to practice and fifteen per cent time be utilized for explanation and commentary.

Thompson and Wyatt write in their book, 'The Teaching of English in India', "The power of expression in a language is a matter of skill rather than of merely meaning or rules." In the learning of a language, the students require a lot of practice and drill work. Only then they will be able to learn it properly. Language learning or teaching is not a knowledge subject, it is rather a skill subject like swimming, dancing, painting etc. So the learner will have to repeal and revise things in order to have mastery over the language. The various skills of language leaming i.e. listening, speaking, reading and writing will be properly learnt through practice and drill work. Otto Jesperson says, "He who gets the tip of his finger dipped in the water three times in twenty weeks will never learn how to swim." There is need of continuous practice for acquisition of every skill.

3.2.4. Oral Approach.

Language is more connected with ears and tongue than with eyes. So in the teaching of English, oral work should be given top most priority. If a student is good at spoken language, he will automatically be good in reading and writing of the language. Moreover, whatever is learnt orally is remembered better. So due emphasis should be laid on this aspect of the language.

So there is no doubt when we say that the oral way is the surest way to language learning. In this regard, Kittson says, "Learning to speak a language is always the shortest road to learning to read and write it."

Palmer also writes, "We should refrain from reading and writing any given material until we have learnt to use its spoken form. "

3.2.5. Selection and Gradation.

In the teaching of a language, selection and gradation of language items are very important. Selection may be done by the teacher, in respect of grammatical items, vocabulary and structures. Selection and gradation should be based on frequency, teachability, range of applicability, usefulness etc.

3.2.6. **Selection**

The selection of language items should be based on the following principles :

1. Frequency of language item-its occurrence.

2. Range of applicability i.e. in how many contexts it is applicable.

3. Coverage-a word conveying a number of meanings e.g. meals stand for dinner, breakfast etc.

4. Availability-the items which can be conveniently taught e.g. actual objects available in the class-room like table, chair, chalk etc.

5. Teachability-items which are easy from teaching point of view.

6. Learnability-items which are easy for the students to learn should be taken up first.

3.2.7.**Gradation**

Gradation means putting the language items in order of presentation' Thus simple items having more utility and better teachability will be take" care of Gradation involves grouping and sequence. The basic principle of grading according to W.R. Lee is : "Teach first those sentences structure the use of which can be made clear by means of visible actions in the class room."

(a) Grouping (i) Group according to the sound e.g. pay, bat, say, sat etc. This is called phonetic grouping. (ii) Grouping according to words used in the same situation e.g. words connected with post office, post master, postman, dak, letters, it is called lexical grouping.

(iii) Patterns of sentences which are similar should be taught together e.g., This is, that is my book, your book etc. called grammatical grouping should be taught together.

(iv) Semantic grouping words that convey similar meanings are grouped together e.g. shelter, hut, house, tent etc.

(v) Structure grouping-how the selected items fit with each other sounds into words, words into phrases, phrases into sentences and sentences into contexts.

(b) Sequence What comes after what.

(i) Lexical sequence-which words follow which e.g. sit, stand, come, go.

(ii) Grammatical Sequence-means which structure follows which. S.V.O. For example,

I am throwing a ball.

I am throwing a ball to you.

(iii) Semantic sequence-Every word has a number of meanings. They are put in order and are taught at different occasions e.g., the word ‘there’.

(a) The pen is there. (Place)

(b) There are many pens. (Introduction)

3.2.8. Motivation.

Motivation is of great importance in the teaching-learning of a foreign language. Language is learnt quickly if the students are made interested in it. That is why, the language teacher makes use of different types of aids in his class. He also applies interesting methods like activity method, playway method etc. In this way, the learners are able to learn things better and they can retain these things in their minds for a long time.

The general poor standard of students in English is due to the lack of interest. Many students learn English half heartedly. They consider it a necessary evil. The teachers themselves are seen criticising English in their class rooms. The teacher who cannot make his teaching interesting, should better quit the teaching profession. He should be able to deal with the situations in such a way that the learners should become interested both in the teacher and the subject matter.

3.3. Natural Way of Teaching-Learning.

Every language should be taught in the natural way. Thus listening and speaking should precede reading and writing. The teacher should lay more emphasis on the first two aspects i.e. listening and speaking. Then the learners will automatically be good at reading and writing of the language‘ Some people are of the opinion that listening to some other language, unless mother tongue is fully learnt, is dangerous. But it is not true. "Jesperson suggests, “The very first lesson in a foreign language ought to be devoted to initiating the pupil into the world of the sounds.”

3.4. Language to be Learnt in Context and Situation.

Language is taught so that the learners are able to make use of it, in their day to day life situations. The fundamental language items are vocabulary, structures, and grammar. Vocabulary items should be taught with the help of structures. New structures should be taught with the help of old vocabulary already known. The different sentence patterns should be taught by creating meaningful situations. In this regard Eugene A. Nida says, “Language learning means plunging head long into a series of completely different experiences. It means exposing oneself to situations where the use of language is required.” So it is very essential that vocabulary items should be learnt in the context of a paragraph. All this should be allowed to happen in meaningful life situations. Grammar aspect should be dealt with side by side. Only then teaching-learning will be more effective and meaningful.

3.4. Adoption of Multiple line of Approach;

In the teaching of a foreign language, the multiple line of approach is of unique importance. It should be followed as it helps the learners and the teacher in many ways. Suppose some class of students is taught the essay on the postman. The students are given oral practice and writing practice on this topic. Spelling practice is also given by taking up words from the same topic. For translation exercise sentences are taken up from the essay itself. For teaching some grammatical items the contents of the above essay am used. Thus our approach to language is many sided. By co-relating the different aspects of the language, the teacher can make his teaching of the language easy, interesting and useful for the learners.

3.5. Balanced Approach.

While teaching the language, the teacher should see that the different aspects of it are fully taken care of. Listening, speaking, reading and writing 5hould be equally emphasised. Each aspect has its own importance. It is not proper if a teacher teaches grammar and ignores other things. In the same way, emphasis on written work alone does not help much. In this regard Palmer says, “The principle of proportion does not necessarily imply quality of treatment nor even a fixed standard of ratio ; it simply means that all Items in the whole range of subjects and aspects must receive an appropriate

degree of attention so that the student’s knowledge of them may ultimately form a harmonious whole.” There should be propel: co-ordination in teaching different aspects of the foreign language. Thus in teaching a prose lesson, grammar aspect may be discussed side by side. While doing written composition, oral aspect should also be covered. Thus a sort of balance between the different aspects of language should be maintained.

3.6.Concepts of Linguistics

Before dealing with the details of phonetics it is important that We consider some major concepts in linguistics. An idea of them helps us Come to grips with more complex issues. One must get a sound footing in these concepts and have a clear understanding. Mostly they are described in pair8 of terms denoting sets of distinctions, such as synchrony and diachrony; form and substance; description and prescription; competence and performance, and so on.

Check Your Progress-2

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is Selection and Gradation?

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3.7.Synchrony and Diachrony

The distinction synchrony and diachrony refers to the difference in treating language from different points of view. When we take a synchronic point of view, we are looking at a language as we find it at a given period in time. The diachronic point of view, on the other hand, gives us the historical angle; we look at a

language over a period of time along with changes that occurred in it. The principles that introduce this dichotomy enable us to obtain 'particularly accurate information about a language in its current usage' (Wilkins : 24). The synchronic linguistics studies how a language works at a given time, regardless of its past history or future blueprint. This has also been called descriptive linguistics.

Though the historical character of a language cannot be ignored, its present form being the result of definite historical processes, changes and transformations, it, is necessary for a complete 'understanding of it to concentrate on the units of its structure at the present moment. Some scholars do not see the two approaches apart : "It is a mistake to think of descriptive and historical linguistics as two separate compartments, each bit of information belonging exclusively in the one or in the other. There are certain matters at a given time and also in connection with linguistic ' change" (Hockett : 303).

However, on the whole the two areas are kept apart and one is studied to the exclusion of the other. Synchronic statements make no reference to the previous stages in the language. Linguistic studies in the nineteenth century were historical character; into they originated as part of the general historical investigations into the origins and development of cultures and communities, especially West Asia, Egypt and India. Such philological researches viewed language at different stages of its progress and attempted to understand relations among different languages Language families were discovered and genetic affinities identified. Diachronic linguistics was a great discovery of the 19th ' century, 'which developed so powerfully and fruitfully from the 1820s to the 1880 (in Bopp, Grimm and Diez). This discovery enabled linguists to explain modern languages as a result of law-governed historical development. (Zhirmunsky : 17). The task, therefore, of linguistic study was at that time understood exclusively in genetic terms, in the spirit of the Neogrammarian's diachronic atomism.

3.7.1.SYNCHRONICY

It was the Swiss linguist Ferdinand de Sassure who first coined these terms and established the distinctions. As the Russian linguist V.M. Zhirmunsky observes, 'In de Saussure's conception, synchrony is language considered as a system of static oppositions resting on a single temporal plane, a static two dimensional cross-section', a horizontal plane or the 'axis of simultaneities', (as distinct from diachrony as. 'the axis of successions')' (-21).

The system explains the data, it is a theoretical construct. Phonemes /b/, /d/, /g/ exemplify this. The actual sounds produced in certain distinctive manner that differentiates each from the other comprise the substance. These are accounted for by the concept of phoneme. '

Sounds produced by the human speech organs can be said to comprise the substance (phonic substance) or content. Its shaping into different functional configurations can be called forms or expressions. Thus the same substance is realized in different forms. Drink (content) is used as both noun and verb. Form can be analysed without taking into account the meaning. But semantics, a branch of linguistics, deals only with the content or the substance. Form can be studied from different angles phonological, morphological, grammatical, syntactical, etc. Saussure had used the terms 'Significant' for the external form of a linguistic element, and significant for the meaning or content aspect of it. This duality is an essential attribute of any human activity and highly relevant to linguistic study as well.

3.7.2.Competence and Performance

The famous American linguist Noam Chomsky first used these terms to ' specifically refer to a person's intuitive knowledge of the rules and structure bf-his language as a native speaker (he called it competence), and his actual use of these'(which he termed performance). Scholars of the earlier period were aware of this basic distinction but Chomsky first precisely pointed out the inherent ability or knowledge in a native speaker of the structure of his language. It refers to the ability of the native speaker to 'understand and produce utterances which he may never find the opportunity either to understand or to produce'. Competence is the tacit knowledge of the language, performance the use of the language in concrete situations. 'Sentence' is a concept that belongs to the theory of competence, while "utterance belongs to performance.

The native speaker of a language possesses an 'internalised set of rules' which is at the base of his ability to understand and speak. The actual utterances are only evidence of this competence. While reading a new book he comes across right from the start new expressions and sentences which he had never read before; but he does not find any difficulty in understanding them. Each sentence is a new construction but since he had mastered the rules of the language any number of new constructions is easily understood. As Ronald Wardaugh says, 'The ability the reader has to understand novel sentences derives from his competence in English'. His competence also makes him reject the ungrammatical constructions, consider the sentence 'flying planes can be dangerous' as ambiguous, and utterances like I, well, have seen the captain, well, but it was raining, and ah, I had no raincoat, what a bad memory I have ...,as indicating that the . speaker has wandered off. Competence also makes him recognise an expression as command, request, politeness, rough order and so on. '

Performance is what actually a speaker says. It -is the substance, the. actual manifestation of his competence. One can understand a speaker's competence by studying his performance. In learning a new language also it is wiser to develop the basic competence rather than memorise pieces of sentences and phrases, as the latter activity is not a true language behaviour. Chomsky characterised generative grammar of a language as an explicit description of the 'ideal speaker-hearer's intrinsic competence'.

The competence-performance distinction also helps us understand that there is no limit to the actual production of sentence, it is possible to produce an infinitely long sentence, but underlying the performance is the ability of the native speakers which is limited and can be described in terms of a set of principles.

3.7.3.Langue and Parole

The major contribution of Ferdinand de Saussure to linguistics can be summed up as providing the basic groundwork of fundamental concepts; his definition of the 'linguistic sign'; his explanation of the distinction between concrete and abstract linguistic units; distinction between descriptive (synchronic) and historical (diachronic), study of language, and so on. He was under the influence of the new scientific temperament and followed the principles of Durkheim who said that 'we have social facts that can be studied scientifically when we consider them from an aspect that is independent of their individual manifestations'. This attitude helped the shaping of the structuralist approach.

3.7.4.Syntagmatic and Paradigmatic

Ferdinand de Saussure saw the linguistic sign at once as static and dynamic or developing. The pairing of terms, synchrony-diachrony; form. substance; langue-parole as sets of contrasting relations amply demonstrates this. The idea is to highlight and demonstrate two dominant properties of a linguistic sign, one linear and the other arbitrary. La langue is thus more stable and predictably organised than la parole which displays freedom and dynamism which is not nile-governed, therefore unpredictable. Similarly, de Saussure put forward the concepts of syntagmatic and what he at that time called 'associative relations'.

In Syntagmatic relations the syntagma is seen as any 'combination of discrete successive units of which there are at least two, with no limit on the possible number'. These segments range from the smallest construction units, i.e. phonemes, to phrases, and so on. The relations binding the successive units are called relation in praesentia. Thus the word read is a succession of phonemes /r/, /i:/, /d/; re-read a succession of bound /morpheme and a free morpheme; against all a succession of two words. God 'is good a full sentence made up of three units, and so on. For Saussure sentence is the most obvious example of a syntagme. It is a combination of other linguistic units. They demonstrate chain relationship. The unit acquires its significance by its position of occurrence 'vis-a-vis Other elements preceding and following it.' We shall-take an example.

Syntagmatic relations function on the horizontal axis emphasizing the relational criteria a linguist uses in identifying or defining linguistic categories or units. The concept of syntagmatic relations underlines the structural potential of any item, under examination.

3.7.5.Paradigmatic

Items can be considered on another plane, a vertical axis. Ferdinand de Saussure postulated the concept of associative relations according to which 'any link in the chain of speech will suggest other language units to us, because the units either resemble or differ from each other in form or meaning' (Dinneen : 205). In other words, an item in linguistic construction is capable of triggering other items. For example, the word read can call to mind other related words, reading. read (Past Tense), learn, study, peruse, reading room, books, library, etc. These words are connected to each other by paradigmatic relations. Their seat of origin, it is felt, is in the brain, "they are part of the inner storehouse that makes up language of each speaker" (Saussure). 'Associative relations' are called relations in absentia 'since the terms consist of an item present in the utterance and others that are not actually in the utterance'. (Dinneen : 205).

We can visualize a word as the centre of a constellation around which spring other words. These relations are unpredictable. Associations that are called up in one person may not occur in the mind of another. Since it is psychological, it is also subject to individual vagaries and governed by the specific factors governing the individual's speech behaviour, Paradigmatic relations are unpredictable, free, dynamic and idiosyncratic, comparable to la parole.

Check Your Progress-3

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Differentiate Synchrony and Diachrony.

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ANSWERS TO CHECK YOUR PROGRESS

1. A language is a set of arbitrary vocal symbols by means of which social group communicates. (any definitions given)

2. In the teaching of a language, selection and gradation of language items are very important. Selection may be done by the teacher, in respect of grammatical items, vocabulary and structures. Selection and gradation should be based on frequency, teachability, range of applicability, usefulness etc.

3. The distinction synchrony and diachrony refers to the difference in treating language from different points of view. When we take a synchronic point of view, we are looking at a language as we find it at a given period in time. The diachronic point of view, on the other hand, gives us the historical angle; we look at a language over a period of time along with changes that occurred in it.

SUMMARY:

In this unit, you have learnt the definition of language and its principles. And you came to know the method of teaching language to the students. The linguistic principles would refine you about the usage of language. An English teacher may have the knowledge of several methods and approaches for teaching the language. These methods and approaches would help you in your career as an English teacher.

KEY WORDS

- Imitation – stimulate to do the activity
- Practice and Drill – make the student to practice repetition
- Oral Approach- Oral response by the pupils
- Selection and Gradation- select the important one
- Motivation- Make to think creatively
- Natural Way of Teaching -Learning through the self

Short Questions

1.Define Language?

2.What are the general principles of Language?

3.How will you motivate the students?

4.Define drill practise?

5. What is meant by oral approach?

Essay Type Questions

1.Discuss the principles of language teaching?

2. Enumerate Linguistic Principles of teaching?

3. Explain Syntagmatic and Paradigmatic?

3.7.SUGGESTED BOOKS FOR READING

1.Aggarwal J.C, Essentials of Educational Technology Innovations in Teaching- Learning, Vikas Publishing House Pvt Ltd, New Delhi,2009.

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BLOCK-II

UNIT-IV

METHODS AND APPROACH

4.1 Methods of teaching English

4.1.1What is Method?

4.2.Major Components of a Method

Approach

The behaviourist view of language learning

BLOCK-II

UNIT-IV

4.METHODS AND APPROACH

4.1 Methods of teaching English

What is Method?

The dictionary defines a method as a way of doing things. Methods deal with the 'how' of teaching. Methodology indicates the sequence to be followed in a language task/activity and the role of the learners and the teacher in this sequence. A method can be said to include three components.

i) Approach
ii) Design
iii) Procedure

4.2.Major Components of a Method

i) Approach

The practices in language teaching are based on the theories concerning the nature of language and language learning. These theories together form the first component of a method. We shall look at these theories in this section. The two main views of language learning are as follows**:**

The behaviourist view of language learning :

Behaviourists believe that learning, both verbal and non-verbal, takes place through the process of habit formation. Learners are exposed to the language in their school/college, family and neighbourhood. They try to imitate the peopl around them. If the imitation is proper, they are rewarded, which motivates them further for imitation, leading to reinforcement and habit formation. The behaviourists think that learners should be corrected as soon as they make mistakes in order to avoid fossilization.

The cognitivist view of language learning : Cognitivists agree with the behaviourists that learners need exposure to language, but they hold that learning does not take place solely by imitation and repetition. Human beings are born with a built-in device in their brains which helps them in discovering the underlying patterns of the language they hear, forming their own hypotheses about the language and constructing new sentences. For them language-leaming is exposure to the language, hypothesis formation, confirmation or re-formulation 0f the hypotheses. Cognitivists look at errors as part of the learning process.

ii) Design

The second aspect of a method is Design. In this component the following are clearly spelt out.

a) objectives of the course

b) the syllabus model which the method incorporates

c) teaching and learning activities

d) roles of teachers and learners.

c) Procedure

The third and last component of a method focuses on what happens in the actual classroom situation. It includes practices and behaviour that operate during the production, practice and feedback phases of teaching.

A technique refers to the design and procedure components of a method. It may be described as a implementational sub-process of a method. It specifies the teaching learning activities as well as the roles of the teachers and learners in the language activities/tasks.

Techniques that give the learner greater autonomy in language processing are now in vogue in language classrooms. Some of these are role play, and simulation, information gap and opinion gap activities, language games and puzzles. Techniques for developing the various language skills (reading, writing, listening, speaking) will be enunciated in detail in the following blocks.

A method tells us 'how to teach'. It is an application as to how a language is to be taught and learned. In teaching and learning of English as a second language many methods have been tried. We have now entered a post-method era. Many of the old methods are no longer in vogue. As the ultimate goal of learning the English language is for communicative purpose; the communicative approach is becoming very popular. A look at different methods, their merits and demerits will give us an idea about this.

Check Your Progress-1

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the components of method?

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4.3.Grammar Translation Method:

As in many other things, so in the teaching of English there have been many improvements during this century. Many methods have been tried to teach it effectively. The oldest method is known as the Grammar Translation Method. This method was used for the teaching of English in the beginning, under the influence of classical languages like Latin. Greek and Sanskrit. In this method the students first of all studied the parts of speech. conjugation and syntax in detail.

4.3.1.Principles:

In this method the language to be taught is viewed as a system of rules seen in the text. These rules are related to the rules of the first language or mother tongue. So rules of the foreign or second language are memorized and it is followed by practice in translation.

4.3.2.Procedure :

The classroom procedure was simple. The students were given grammatical rules to memorize. For example they memorized “Conjugation of verbs”. They learnt the different parts of speech. Then they were asked to memorize words with their translation in the mother tongue.

Thus students

i) memorized all the facts of the language

ii) gave translation of words

iii) were given parsing and transformation exercises

iv) translated first from second language to mother tongue

v) then translated from first language (Mother Tongue) to second language.

1. The rules of grammar and the lists of exceptions were all learnt by heart and applied in translation exercises during and after the lesson.

2. The method did not take into account the rarity or relative difficulty of any words. All of them, easy and difficult, common and rare, had to be learnt by the student under their respective word groupings.

3. The sentences in English and the mother tongue were compared and contrasted side by side. The teacher translated all the words, phrases and sentences into the mother tongue of the pupils. The pupils were also required to do the same.

4. The theory of the language was taught in detail but there was very little practice in the use of the language. The method was completely cut away and totally removed from life situations.

4.3.3.Merits of the Method:

(i) The method makes extensive use of the student’s knowledge of the mother tongue; English was taught with the help of the mother tongue. Words, phrases and sentences were freely translated into the mother tongue. Teachers and students felt at home and comfortable.

(ii) This was the easiest and quickest way to explain words, phrases and sentences of English. It saved time because English was not used for giving meanings. Most of the words were learnt in this way correctly.

(iii) In the early stages their understanding was tested through the mother tongue.

(iv) The method saved time and trouble for the teacher, even an average teacher could follow the method confidently.

(v) The pupils learnt many English words easily by this method.

4.3.4. Demerits:

(i) The students learnt the theory of language but could not use English as a tool of communication to satisfy their everyday needs. Speech was totally neglected by the pupils. Even college students could not speak English. They listened to more and more of the mother tongue every day and got used to it. They did not get any practice in oral work in English.

(ii) The natural way of learning the mother tongue and the foreign language is by listening, speaking, reading and writing in that order. But according to Grammar Translation method, they started with reading.

(iii) Language learning is a kind of habit formation and language habits are formed through intensive practice. in this method the patterns of English were-not practised at all. Pupils who learnt English this way in a bookish and unnatural way had to relearn it later, if they wanted to use it in later life.

(iv) it we translate English into the mother tongue all the time it leads to artificial sentences.

(v) Many words in English do not have exact equivalents in the mother tongue and vice versa. A language is born out of the customs and behaviour patterns of the group using the language. Since these customs vary from one language to another, we cannot find exact equivalents from one language to another. Only a little meaning may be common to both. Again, some words in English have more than One meaning, so they cannot be translated literally. Prepositions and other structural words cannot be translated into the mother tongue eg; in, on, 'doe’s; I am on the committee. He is in trouble. How do you do? Etc.

(vi) The method seeks to teach English by rules and not by the current usage of the language. We cannot teach or learn a language all by rules all the time. If we think in the mother tongue and speak in English, we cannot make any progress with the use of English fluently and correctly.

With all the disadvantages, the Grammar Translation method is still popular with many teachers and pupils. Students in higher classes ask for translation of each and every word of English into the mother tongue. The teacher too finds it easy and obliges the students. But students make mistakes in the use of English even after five or six years of study.

4.4. Direct Method

The Direct Method came into use as a reaction to the Grammar Translation Method. It is said that the Direct Method is not a method in itself, but it is a set of principles to be followed while teaching. The basic principle of the Method is that English is learnt in the same way as the mother tongue is learnt.

Prof.P.Gurrey says, "Essentially, it (the Direct Method) is a Principle, not a teaching method, a system that operates through many methods, a way of handling the new language and of presenting to the class. it demands a direct bond, that is a direct association between word and thing and

between sentence and idea. between experience and expression instead of an indirect one through the mother tongue." This method is also called the Natural Method or Mother's Milk Method, that is how we learnt our mother tongue.

Webster's New International Dictionary says, "Direct Method is a method of teaching a foreign language, especially a modern language, through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation, and without the Study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions".

(i) In the Direct Method the students are directly involved with the use of English. The students learn to speak by speaking, to read by reading and so on.

(ii) The meanings of words are given by pointing to objects and pictures. The students are encouraged to think in English. A direct bond was created between experience and expression, thought and word." The student acquires 'instinctive, unerring language sense' which we ail possess in varying degree in the mother tongue and which superseding all rules, grammars and dictionaries, resting at bottom on the direct association between experience and expression, is the only sure guide in the use of a language."

(iii) Translation and the use of the mother tongue are banned completely.

(iv) Grammar was taught, starting with examples and going on to rules later. This is the inductive method of teaching grammar. Such Grammar is called Functional grammar, as opposed to theoretical or Format grammar.

(v) Oral work formed an important part of teaching.it came before reading and writing were taken up. Oral presentation of English helped students to listen to the sound features of English.

(vi)In Grammar Translation method words were considered units of teaching, in the Direct Method a sentence forms the unit. It is also the unit of speech. Teachers and students used full sentences when they followed the Direct Method.

(vii) Vocabulary was selected and graded. With a particular sentence Pattern, a limited number of words were used.

4.4.1.Principles

i) In the Grammar-Translation Method a word in English is learnt through a word in the Mother tongue. In the Direct Method, the word and its meaning or what it denotes are linked directly.
ii) The word is associated with the thing directly in context.
iii) There is contextualization, language learning is a real life experience.
iv) There is a natural association between word and idea and this strengthens learning.

v) The words in the target language thus become part of the language habit of the pupils.

4.4.2.Procedure

i)The Direct Method emphasises oral practice. At the first stage, auditory and vocal skills are taught. Pronunciation practice is given.

ii)There is no use of mother tongue in the class, and there is an English atmosphere. The teacher speaks only in English, using pictures, models and other Audio Visual Aids.

iii)In the middle years, further practice in listening and speaking is given. Pupils are trained to read English. They are encouraged to write.

iv) Grammar is not taught in isolation. It is taught inductively and through situation. Again A.V. Aids come to the help of the teacher. Grammar rules are deduced from examples.

V) Vocabulary is given importance. Words are chosen on the basis of the pupil's environment and suited to his experience. Concrete words are chosen first. Objects are shown and the respective words are linked with them. Students learn to use the new words in conversation.

vi) In the third stage, since the pupils would have acquired a fair mastery of the language skills, literature is introduced.

4.4.3.Merits:

There were certain advantages in the Direct Method.

(i) In the Direct Method, the pupil teams English in the same way 'earnt his mother tongue. He listens to the statements and questions 7 the teacher and practises speech himself.

(ii) The extensive oral work helps the pupil to think in English, his mother tongue and speak English. He becomes fluent tech and accurate in pronunciation.

(iii) To supplement his Demonstration. The teacher uses a number of audio-visual aids. These aids make teaching interesting and promote quick learning.

(iv) Since learning begins with speech, pupils are able to read and write better later.

(v) The Direct Method, with its emphasis on speech practice, helps correction of mistakes the moment they are made.

(vi) More items on the syllabus can be covered in a short time.

4.4.4. Demerits:

(i) The method depends on oral work for its success. We need very competent teachers to do oral work efficiently. Average teachers cannot cope with oral work.

(ii) Reading and Writing are neglected or postponed to a later stage. So this is not a complete method in itself.

(iii) It is difficult to give the meanings of words always in English without the use of the mother tongue.

(iv) Audio-visual aids are not easily available, so the method becomes expensive and is beyond the reach of ordinary schools and teachers.

(v) Average students cannot keep pace with the brisk movement of the lesson during oral work.

(vi) Direct Method teaching is productive only with small classes. Our usually large classes hinder oral work.

(vii) Last of all, the Direct Method lays stress on words and not on their position in a sentence. Also, many words in English have more than one meaning. Idioms and phrases present problems of usage.

Check Your Progress-2

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

I. Compare Grammar translation method and Direct method.

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4.5.The Substitution Method

The structural approach insists upon giving practice or oral drill of sentence patterns. This pattern drill is better done with the help of a substitution table. Here there is a correct statement illustrating a pattern. By substituting one item or word or word groups with one of the same categories, a number of sentences can be framed. Thus the student is able to form correct and only correct sentences and there is no possibility of him committing any error. Even when wrong language habits are formed, they can be remedied with the help of drills with the substitution table.

4.5.1.Meaning:

Substitution tables written on charts are the most useful and powerful drill available to practice the sentence. Substitution tables are based on oral substitution. Substitution tables are used, once the student can speak the basic sentence pattern by repetition substitution table is fast, flexible and versatile and it approximates conversational use of language.

4.5.2.Procedure

There are many ways of giving drill to the students in a particular sentence pattern.

a) The teacher writes the model sentence on the black board. He reads it out slowly first and then at normal speed. The students imitate him then they write down the sentences.

b) The teacher then changes one of the items and the pupils substitute it in the appropriate place and read out correct sentences. This is substitution.

c) The teacher prepares-a substitution table for a particular pattern.

4.5.3.Characteristic:

1. Substitution table is used oral exercise / oral repetition

2. The exercise is conducted completely in English language only

3. The meaning of the words in the table is assumed to be known, since this is a grammar drill, not a vocabulary lesson

4. The Model sentence is presented orally and repeated by the class until production is satisfactory.

There are three ways of constructing a sentence

i) Grammatical construction

ii) Conversion

iii) Ergonic substitution.

This method employs ergonic substitution. Ergonic substitution, means construction of new sentences on the analogy of the model sentence by replacing its ergons or working units by others already learnt. Pupils learn both the model sentences& thus are in possession of a large number of sentences belonging to the same basic pattern. They can use these on suitable occasions. Kinds of the simple substitution table, the variables cannot be interchanged. Hence, it is also called a "straight substitution table'.

E.g.

P.V.Sindhu Ajith Abdul Kalam Virat Koli	Is a	Cricket Player Former President Actor Badminton player

In a compound substitution table, on the others hand, the variables can be interchanged, i. e. all kind of cross- substitutions can be made.

4.5.4Types of Substitution Table:

There are several variations in substitution. They are

1) **Simple substitution** occur only in one In a simple substitution table substitutions occur only in one position. In the table, given below substitution occur: in the adjective position.

I Like the White, Black, Brown, Red Colour car

The first few examples are orally told by the teaches to illustrate the exercises for students. After these, the teacher signals the class or individual students to respond.

2. Multiple substitution Table: In this type of table, substitutions occur more than one element per response / sentence.

Ajith He They	Ran slept	Last night The previous day

These exercises can be led orally by the teacher, by a tape recorder or through vide.

4.5.5.Merits:

a) Substitution tables are useful device for the oral practice of sentence pattern.
b) They develop spoken and listening skills.
c) A basic sentence pattern is mastered by students in active way.
d) The method is the shortest way of learning.
e) All students have a chance to participate.
f) There is no chance for the learner to make any mistake.

4.5.6.Demerits:

a) The pupil learns sentences unconnected with real life situations or actual usage.
b) All aspects of the language cannot be taught through this method.
c) Drill becomes monotonous and dull.
d) There is no practice in reading or writing long passages.

4.6.Bilingual Method:

Dr. C. J. Dodson of the University College of Wales was the originator of the Bilingual Method.

The aims at this method are

i. to make the pupils speak English with fluency and accuracy
ii. to make them write English fluently and accurately.
iii. to enable the pupil to use his mother tongue concepts to, bilingual proficiency.

We saw in the Direct Method and the Structural Approach how the meanings of words and sentences were made clear through situations and through the use of objects, pictures and actions. These situations Were laboriously created by teachers whose own English was shaky.

The creation of situations in English took plenty of time, and effort, even then the teacher was not sure if the pupils really understood the correct meanings. Also, it required a very capable teacher fluent in English to be able to create newer and newer situations to sustain the interest of children.

in fact we know from experience that many teachers are using the mother tongue extensively often under social compulsions to give the meanings of English words and sentences and even whole lessons. The Grammar Translation method advocated extensive translation.

Naturally there should be a method which would strike a balance between the Direct Method and the Grammar-Translation Method. This is the Bilingual Method. In this method the teacher gave the meanings oi English words and sentence patterns in the mother tongue, thus helping the pupils immediately to recall the object or situation and understand the meanings. Then teacher and pupils practised the English sentences in English. Thus the Bilingual Method recommended a restricted use of the mother tongue, that too by the teacher alone, not by the pupils at all. it also provided for intensive practice of patterns in English, helping the formation of correct language habits.

The method introduced reading and writing very early, soon ate! the pattern practice.

A few scholars in Andhra Pradesh led by Prof.H.N.L.Sastry conducted experiments In local schools using the Bilingual Method. The class was divided into two groups one the experimental group using the Bilingual Method and the other the control group using the Direct Method.

They concluded as follows:

(1) it was unnecessary and time consuming to teach all items through the Direct Method and

(2) the teacher was not sure whether the pupils really understood the meanings by this method.

(3) On the other hand, using the mother tongue by the teacher saved time and made the meanings of English words and sentences very clear.

(4) The experimental group had a lot of time for practice in English, once the meanings were clear by the use of the mother tongue by the teacher

(5) The teacher was able to establish good rapport with the children in the experimental group.

(6) The results at the end of 9 months teaching showed that the experimental group scored better than the control group.

Similar results were reported by other scholars.

4.5.1.Merits of the Bilingual Method:

1. The Direct Method does not take advantage of the language habits and concepts already formed in the mother tongue. In fact it ignored whatever the child had learnt in the mother tongue by the time he started English. The Bilingual Method makes good use of the pupils' previous skills in the mother tongue and their ability to associate word and object.

2. The Method promotes fluency and accuracy --fluency by means of pattern practice in English and accuracy through precise meanings of English words and sentences in the mother tongue.

3. No elaborate equipment like tapes and other audio-visual aids is required here.

4. It saves a lot of time for pattern practice in English by quickly clearing concepts through the mother tongue.

5. The teacher need not strain himself to create new situations in English and instead he can use that time for pattern practice. Even an average teacher could do this.

4.5.2.Demerits: In the hands of a careless teacher, it may degenerate into translation method all through class time. But the method need not be blamed for this.

The Direct Method is useful in senior classes and the Bilingual Method in the Junior Classes. The Bilingual Method has all the advantages of other methods.

Check Your Progress-3

Note: a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the aims of bilingual method?

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4.6.Answers for check your progress:

1. A method can be said to include three components.

Approach, Design, Procedure

2. The Direct Method came into use as a reaction to the Grammar Translation Method. It is said that the Direct Method is not a method in itself, but it is a set of principles to be followed while teaching. The basic principle of the Method is that English is learnt in the same way as the mother tongue is learnt.

3. The aims at this method are

i. to make the pupils speak English with fluency and accuracy

ii. to make them write English fluently and accurately.

iii. to enable the pupil to use his mother tongue concepts to, bilingual proficiency.

4.7.SUMMARY

In this unit, you have learnt the different methods and approaches of teaching English language. There are different types of methods. From this unit you would get some knowledge about the grammar cum translation method, direct method, substitution method and bilingual method in this way it helps to

teach the lesson very actively. The merits and demerits of each method would give you a clear knowledge for teaching English. Through substitution method we can apply the knowledge to improve skills. The language teacher should be aware of these methods and implement to the students.

4.8.Short Type Questions:

1. Write down the principles of Grammar-Translation Method?
2. What were the reasons for the decline of direct method?
3. What are the characteristics of structural method?
4. Define the Substitution Method?
5. Write substitution method with two examples?
6. Write some major components of the methods?

4.9.Essay type Question:

1.Explain the Direct method?

2.Define Substitution Method? With examples?

3. Explain the Bilingual methods and its merits?

4. Explain the major components of the methods?

4.10.KEY WORDS

- Methods- New Methods to implement
- Merits – the main qualities of the approaches
- Components – Main Mechanisms
- Accuracy – Truth fact of the methods
- Illustrating – Demonstrating the new methods for teaching
- Conjugation - New form of the verb

4.11 .SUGGESTED BOOKS

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Structure

5.1.1 Approachs of Teaching English

5.1.2. Guidelines of Good Method and Approach

5.2 Structural Approach

5.2.1.Introduction

5.2.2 Need For Structural Approach

5.2.3 Selection of Structures

5.2.4 Gradation of Structure

5.2.5 System

UNIT-V

5.0. APPROACHES

An Approach is a set of assumptions concerning the character of a language and the needs therefore the processes concerned within the teaching and learning of that language. An approach isn't constant because of the technique. It tells us 'what to teach' whereas a way tells us 'how to teach'. In instruction any technique that's appropriate for 'what is to be taught' are often used. An approach offers importance to utility and to the premise it gives for any building of that language. It depends on whether or not it's straightforward and teachable. Any technique which will be used to fulfil these needs is valid.

APPROACHES OF TEACHING ENGLISH

Due to research in various techniques in the held of language learning and teaching some class-room techniques as methods or approaches were adopted to teach English. Due to changing form and status of English, many methods and approaches have been adopted to teach this language. The shortcomings of one method or approach gave birth to another method or approach. To achieve the objectives of English teaching, the teacher must adopt the adequate method or approach. For this a sound knowledge of various methods and approaches, their merits and demerits is essential.

These two terms method and approaches have been used interchangeably many a times but there is a difference between the two Approach is a broader terms than method.

Approach is axiomatic (study of self-evident truths). In the words of Anthony, 1 "It states a point of view or philosophy or an assumption which one believes but cannot necessarily approve."

Method is an overall plan based on some approach. In the words of Anthony, "Method is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon the selected approach." The term method includes the selection and gradation of material to be taught. Approach deals with assumptions and method in a procedure based on some assumptions. In this way within one approach there can be many methods.

GUIDELINES OF GOOD METHOD AND APPROACH

Some of the indices which are used to evaluate the usefulness of a method and an approach are as follows:

1. The best method of approach is that through which maximum objectives can be gained.

2. That method is preferred which can be moulded for teaching children of different age groups.

3. A good method should be capable of teaching English language as well as literature.

4. The method or approach should follow the maxims of teaching.

5. The method or approach should be such that the whole course can be completed within the prescribed time.

6. They should be suitablale for both small and large, sized classes.

Check your Progress Questions

List out any thee guidelines of good method and approach

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Structural Approach

Introduction:

The structural Approach is a new approach to the teaching of English. It is the result of researches made by experts at the university of London Institute of Education. It emphasizes structural words & sentence patterns in teaching of English.

Need For Structural Approach:

Structural approach is useful in enabling learners to border their own sentences. English should be educated mainly as 'language of comprehension' instead of as a library language. the scholars want operating information of English. the necessity of the information for comprehending English to primarily a matter of understanding the fundamental descriptive linguistics & structure of the language, The structure square measure rigorously hierarchical in order that they offer the young learner a operating command of spoken & written English as a tip for the full course.

Principles of Structural Approach

Prof. F.G. French has put forth the following principles:

1. Learners have to fix up habits of the English language patterns;
2. Learners' activities are more important than those of the teacher;
3. Oral work is the base for the other language skills are built up;
4. The structures of English has to be mastered – they are to be picked up, practised and fixed in mind;
5. Meaningful situations are created by dramatization to teach language skills and
6. The teacher teaches one language item at a time.

Selection of Structures

As the structures of English are the basic teaching points in this approach, the teacher selects the structures based on the following principles:

a. Usefulness: the structures, which are used frequently.

b. Productivity: the structures which entail the other structures.

c. Simplicity: the structures which are simple in terms of form and meaning.

d. Teach-ability: the structures which are easy to teach.

e. Frequency: the structures with a high rate of occurrence.

f. Range: the structures which occur in various contexts.

g. Coverage: the structures which cover a number of meanings

h. Learnability: the structures which are easy to learn.

Gradation of Structure

The Structural approach in better described as a syllabus of graded structure and controlled vocabulary. taught through the oral approach structural approach says language is a structure. which are taught together or separately during English language teaching course;

A. **Grouping**

a. Phonetic grouping: based on sound. For example: cat, rat, mat etc.

b. Lexical grouping: based on words used in the same context.

c. Grammatical grouping: based on similar sentence pattern.

d. Semantic grouping: based on words having a similar meaning.

e. Structure Grouping: based on structures which fit each other.

B. **Sequencing**

a. Grammatical sequencing they are placed one after the other depending on their context.

b. Semantic sequencing they are sequenced depending on their meaning.

c. Lexical sequencing it depends on the phrases which go together

C. Types of sentence pattern

There are different patterns of sentences. They are:

a. Two-part patterns Birds fly (birds/fly)

b. Three-part patterns She is sleeping (she / is / sleeping)

c. Four-part patterns Sresta went to shop (Sresta/went/to/shop)

d. Patterns beginning with 'there',

'Wh' type question There are two chocolates in my bag. Where is your college?

e. Patterns of command/request Come here, Go there, etc.

f. Formal pattern Good afternoon, Thank you etc.

D. **Sentence types**

The structures have the following sentence types:

a. **Declarative sentence**: It makes a statement.

Example: I want to be a good teacher.

b. **Imperative sentence:** It gives a command or makes a request.

Example: Please write it down.

c. **Interrogative sentence**: It asks a question.

Example: Where are you going?

d. **Exclamatory sentence:** It expresses a feeling such as surprise, happiness, etc.

Example: Hurrah! We have won the game.

System:

The language is systematic and patterned. The structure of language has two parallel substructures - expression and content and a net of associations between the two. Therefore in the learning of the language, it is necessary to discover the symbols & describe the system.

The meaning of: Structural approach French says that we talk about the structure of language. We are talking about the kinds of material that go to make up language & the way the materials are put together arranged & used to build up sentences such as statements, questions, commands & explanations from the living language & are the means of expressing what we feel, want to do talk about and so forth. A structure is a sentence pattern, which is nothing but a sound approved, recognized & understood both by the speaker

& by the listener. When English is learned as a second language, it is essential that language are composed. The recurrent, patterns of organization in the English language are to be assimilated by the learner. For this, it is important that one acquires some knowledge about the way in which a sentence is formed.

Word order, Structural words & inflexions:

The English language has an important device for the construction of meaningful sentence. They are word order, structural words and infections

i. Word order:

Structural approach lays stress on order, that within the most vital factor in- each English sentence. The word pattern, says French "means a model that several things of constant kind and shapes are often created. A sentence pattern is thus a model for sentence which is able to be of constant form and construction though created up completely different words. The order in English is mounted. Therefore, the models for the various sorts of English sentences are mounted conjointly with the amendment in skinny order, the which means of the sentence conjointly modified.

E.g. 1. The tiger killed the person The man killed the tiger

2. Fish cats. eat fish.

ii) **Structural words:** Another factor that is extremely necessary in structural devices is that the essential presence of operate words or structural words. The structural words are words that don't have any definite which means in themselves however are terribly useful in forming sentences of various sorts. These are the words with the assistance of that we have a tendency to build sentences. For example, the auxiliary verbs "be, do, may', etc., don't have any intrinsic orienting . The which means is additionally expressed by a category of words that don't have any meaning however solely grammatical or structural operate.

E.g. 1. The boy killed the snake 2. The boy has to kill the snake 3. The boy will kill the snakes.

4.The boy might kill the snake. 5. The boy hag killed the snake

In the first sentence, the suffix-ed will change the meaning and convey that the action has occurred in the past. In the second sentence, the word 'will" show that the action is going to occur. In the third sentence, the word 'has' followed by the suffix-ed added to 'kill' shows that the action has now been completed. In the fourth sentence the word 'has' followed by 'to' conveys that the action has not yet occurred. In the fifth sentence, the word 'might' shows the action is possible. All these suffixes like 'ed' or words like 'will, has, has to and might' express a functional meaning or make the structural pattern meaningful. They are called structural words.

In learning a language, it is not enough to know the content words. But more important than the content words are the structured words, which help the construction of utterances words, structural words are:

Pronoun: I, we, he, her, some any, etc.,

The Preposition: in, on , under, at, from, etc.,

The helping verbs: do, have, be, will, can, may, etc.,

Structural adjectives: a, the, this, that, all, each, etc.,

Structural adverbs: ago, again, also, even, etc.,

Fries says that a word is a minimum free from which can enter into structural patterns with other forms. These words have signalling significance only when they are parts of patterns in a structural whole. Structural words bind together other words to make phrases, clauses and sentences that are the units of language. It is one of merits of the structural words.

iii) Inflexions: The third aspect is that the 'English language has got a number of inflexions: Inflexions are the changes or differences in the form of words to show the particulars work they are doing in a sentence. This variations of the forms of words, takes place in order to express case, number, gender, tense and so on.

e.g. At his House

To his House

In his House

From his House

The small helping words like at, to, in, from, give a different meaning and expression.

a) In verbs- I play, you play, we play, he play .

b) In nouns- one girl, two girls

c) In adjectives- Quick, Quicker, Quickest

d) In adverbs- Quickly

F.G.French calls these three features as the bones of English which support the structure of sentences. When teaching English as a foreign language, we must pay special attention to these three features and ensure an adequate mastery of these by all students at the initial stage.

Stages in structural approach: In teaching structures, the teacher should remember that three or four stages in the pupil's learning of them.

1. The learner hears the new speech unit from the teacher.

2. The learner recognizes a speech unit which he has heard before. It is no longer a series of meaningless sounds.

3. The learner is able to imitate the sounds, again perhaps without analysing individual words.

4. The learner from memory is able to reproduce the speech unit in an appropriate situation.

Procedure

Oral work is the backbone of the structural approach of the four language activities listening speaking, reading and writing speech is the most important. Charles fries says" The speech is the language. The written record is a secondary representation of the language. Oral work is the soul of the structural approach'.

So, it is important to teach language and not matter. The pupil's must acquire a working knowledge of English and so the procedure to be followed in the structural method is as follows.

1. Revision of the previous structure

2. Presentation of the new structure

3. Creating situations to teach the structure

4. Chorus work

5. Leading from the substitution table

6. Teaching vocabulary

7. Model reading of the lesson by the teacher

8. Silent reading by the pupil comprehension questions

9. Loud reading by pupil

10. Silent reading by the pupil

11.Comprehension questions

12. Composition questions

Merits of Structural Approach

a. The controlled practice of structures leads to improvement of accuracy over a period of time;

b. Structures are taught based on the principles of selection, gradation, patterns of sentences and types of sentences. Hence, a lot of time is saved;

c. English is taught in meaningful contexts; and

d. Speech is given importance.

Demerits of Structural Approach

a. Learners' L1 is not utilized in teaching and learning;

b. Language use is a matter of creativity. Teaching a limited number of structures may restrict learner's potential to use the language; and

c. Language drills and repetitions are mechanical.

d. In order to teach English using structural approach, teachers should be well-versed with linguistics, especially syntax.

e. **Oral work is overstressed.**

Conclusion: The structural approach makes the learner active and attentive. It establishes its superiority over other methods of teaching English from the psychological and pedagogical points of view. It's distinctive features are gradation of structures and vocabulary in the reading material, integration of grammar and composition with reading lessons, active participation by the pupil rather than the teacher an definiteness regarding the method and content of teaching.

Check your Progress Questions

Define the needs of structural approach

Situational Approach

Introduction: Situational approach is nothing but improved form of structural approach. In orders to present structures in an 'understandable manner, situations are used. The situational presentation of content words, structures and grammer items proves to be very effective in language teaching. It especially helps the learners to learn English without the use of mother tongue.

Main Components: The 2 main components of this method are the following.

1. **Presentation**: Conveying the meaning of the selected and and graded structures and words.

2. **Practice**: Providing opportunities and items for drill or practice in using the language items.

Presentation communicates the meaning of words and structures to the learners. It is the stage at which a learner is helped to acquire knowledge of the meaning and the use of new content words and structures.

The learner's attention should also be directed towards pronunciation stress and intonation, order of words, grammatical forms, etc.,

Principles of Situational Approach

1. Language learning is habit-formation;

2. Mistakes should be avoided;

3. Language skills are presented orally first, then in written form- to improve the effectiveness of learning;

4. Examples are better than analysis for language learning;

5. Meanings of the words are presented in linguistic and cultural context;

6. Opportunities are created for learners to associate the meaning of new words with parallel situations;

7. New words are introduced as and when it comes in the class;

8. Language materials are used to create appropriate situation;

9. Continuous repetition of language items;

10. The teacher raises questions related to created situation and s/he answers them;

11. Revision is important;

12. There is a continuous chain of actions from the teacher

13. Teachers' statements and actions go together continuously.

Presentation of lexical words: It is easy to list the several devices for teaching the meaning of new content words. They are:

i. Use of classroom situations such as: objects, pictures, models, etc.. in the classroom ,actions, gestures, etc. (wink, stare, frown, etc.) situation that occur spontaneously in the classroom or conceived for the purpose of teaching meaning.

ii. use of verbal situations: For things which are impossible to bring into the classroom, the following an be used: a) picture, wall pictures, cards etc b) Blackboard sketches. Whenever pictures are used then size, clarify and relevance to the context should be borne in mind.

iii. Use of verbal situations: An individual word language frequently acquires a meaning because of the relationship between it and other words. It is essential that learners should be aware of certain kind of

such relationships. By drawing tentative conclusions from a variety of situations the learner learns a number of words through the following verbal situations”.

.   Definition ‘New words may be defined by words already known”.

Examples: ‘philanthropy’s is love and service for others. ‘philately’ is collection of postage stamps. 'philology’is a study about language in detail.

These definitions should be teaching definitions. The teaching definitions include simple comparisons or synonyms. (cg. pigeon i. a bird similar to dove, you will be able to good definitions of words if you know their distinctive features, the characteristic use of purpose, action or behaviour. Thief is one who steals money and things.

ii.**Enumeration:** A (List out) meaning can be taught by listening what is includes: for example, bees, months, ants, mosquitoes are insects; rubies; diamond, germs, emerald; Opals, sapphires are precious stones, gold, silver, lead, copper, oil, coal are ‘natural resources’; cots, chairs sofas, benches are furniture and so on. It is neither necessary not possible to give a complex enumeration It would be impossible, for example, to explain the word ‘integer’by listening all of them.

iii**.Opposition**: If the learner knows the meaning of a words, it is enough he is told that another word is its opposite in order to get an idea of the meaning of the new word. E.g “good” is the opposite of “ bad” “remember” is the opposite of “ forget”

iv**. Learning through contexts**: There is a railway station at x. The learner can guess the idea that x is a place. Last summer, people from warmth come to enjoy its climate. The

learner gets the idea that x is a cool place. X is a part of Western Ghats confirms that it is a hill resort. In such series of contexts, the first sentence may give only a general idea of the meaning: the second makes it more specific. The third makes it even more precise, and so on the new word becoming clears and clearer, and acquiring more and more meaning as contexts are multiplied.

Context used to teach meaning may relate to the learner’s life and background, their interests and experience, their knowledge of stories and legends, current events and school subjects like History. Geography, Science, Mathematics, etc.,

E.g: In these examples the context is given in brackets and the new word is italicized (send me a wire and Drop a card)

a. over 50 people died in a stampede at the national stadium at Katmandu (current event)

b. Rajiv Gandhi was assassinated at Sriperumpudhur.

c. Sunil Gavaskar is the first to consolidate 1000 international test runs.

d. Many people in North speak Hindi, (Geography) you get 28 when you multiply 7x4.

e. The Mohul emperor Shajahan built Tajmahal.

f. Catalyst is a substance that causes changes without being changed.

Merits of Situational Approach

1. Meaning well as the structures, are used in an appropriate situation;
2. Learning is easy and effective. English is real and interesting; and
3. The learner gets good exposure to English, L1 is discouraged.

Demerits of Situational Approach

1. Only limited vocabulary and structures are taught;
2. It is useful for teaching lower-class learners;
3. Drilling makes the class uninteresting and weary; and
4. This approach demands highly competent teachers.

Conclusion: An Associate in English teacher with the assistance of classroom situations. Verbal things and pictorial situations will build learning English not solely attention-grabbing out conjointly effective.

Check your Progress Question

Describe the preparation of situational approach.

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ORAL APPROACH

Learning a maternal language begins with speech. the kid is in a position to utter the words even before knowing the particular which means of the words by sheer imitation of the sounds. constant fundamentals of listening and speaking are often utilized in learning the second language too. Psychologically it's however logical to start the second language orally.

Acquiring a language is Associate in Nursing art, and like each different art it should be nonheritable by constant apply, which implies exploitation speech thus oral apply in speaking or continuance the sentence structures typically can cause learning the language while not a lot of effort. The mould of the phrases gets affected on the mind and therefore the pupil is in a position to master the various moulds of phrases that represent an entire sentence. Thus learning to talk the language is that the natural commencement which

will cause learning to scan it and write it. It may not be out of place to say here that additional folks will use a language for language solely. they can't scan or write in their own language, they're called as illiterate. however they will listen and perceive their language and conjointly respond fitly and understandably once a scenario arises.

In order to show a second language says English, academics ought to speak English and facilitate their students speak it properly. It should be understood that once feat and speaking skills, the scholars are often helped to amass the tougher skills of reading and writing.

Objectives of the oral skills:

i)to introduce language items structural and vocabulary items.

ii) to discuss the reading passages and poems.

iii) to prepare the students orally for doing the written exercises.

iv) to test the students' reading comprehension

v) to teach composition writing

vi) to motivate the students to read the supplementary reader lessons.

vii) to take up remedial teaching.

Merits of Oral Approach

The oral approach is easy for the teacher and the taught. It saves time and effort. In oral practice a number of repetitions are possible.

No writing work can be undertaken before the pupils master the skill of writing the letters of the alphabets. But oral practice can be given from the beginning.

Correction of mistakes in writing involves a tedious process, whereas in oral practice there can be instant correction. Correction at this step is highly desirable before wrong language habits are formed.

Correction of the whole class is possible. While the mistakes of a student are corrected the whole class learns from it.

Chorus repetition helps. It takes away the shyness and fear of the slow learners and they are motivated to learn.

Since listening precedes Speaking, the pupils simultaneously develop their aural-oral skills in this oral approach.

Correction of pronunciation is not totally possible if it's a large class.

Dearth of efficient teachers of English will hamper the process of oral teaching.

Oral approach is suitable only to children and not for adults. Adult learners are shy to speak in front of others and are already speaking and writing faulty English which is very difficult to unlearn.

Basically young children are fond of imitating and doing many physical activities in the classroom. They love to make noise. So oral approach is very convenient for language practice especially for the beginners.

Check your Progress Questions

List out any two activity to improve your oral language

THE AUDIO-LINGUAL METHOD

The Coleman Report in 1929 recommended a read based approach to foreign language teaching for use in American college am schools. Teachers taught from books containing short reading passages in the foreign language. Rapid silent Reading was the goal. The audio-lingual method or Army method is a style of teaching used in teaching foreign languages. This method was emerged at the time of World War II. It is almost equal to Direct Method as the foreign language is taught directly. This method considers LSRW as the logical sequence by the learner should learn the language. Listening is important in developing proficiency in speaking and speaking is effective through listening. Articulation is more proper by hearing the sounds and the learners develop a linking for the language. Listening is foundation for speaking, but we neglect this fact and treat it as incidental to speaking rather than treating as a foundation for it.

It was the incorporation of the linguistic principles of the Aural-Oral approach with state of the art psychological learning theory in the mid 1950s that led to the method that came to be known a Audiolingualism. Teachers were encouraged to attend summer institutes to improve their knowledge of foreign languages and to learn the principles of linguistics and the new linguistically based teaching methods. The combination of structural linguistic theory, contrastive analysis, aural oral procedures, and behaviourist psychology led to Audio lingual Method. As linguistics discovered new sound types and new pattern of linguistic invention and organisation, at new interest in phonetics phonology, morphology and syntax developed.

Activities are to be developed for the systematic development for listening. The foreign language ‘is taught for communication purpose. So, oral skills are practised systematically in developing communication skills. Practice in all the four language skills is given prominence, as it will lead to habit formation. Though many activities are undertaken to develop oral skills, practice is taken up only on the experience that they gained through listening.

Merits

- Aural-oral skills developed in an exceedingly meticulous manner.

- Teaching of vocabulary is formed effective by the employment of visual aids.
- Universally accepted pronunciation and correct structure are nonheritable.
- The fundamental principle is to be practical and straightforward for a bigger cluster.
- Designed, supported the speculation of acquisition.

Demerits

- The behaviourist theory of language learning is not considered prominently.
- The method is almost guided learning as it is dominated by the teacher.
- The learners are passive and they don't have much control over their learning.
- The scope for learning analytically is not there as it demands pattern practice, drilling,
- and memorization over functional learning.
- Language form alone is considered while meaning is treated secondarily.
- A balanced importance is not given to all the four skills.

Check your Progress Questions

Fill in the blanks

1. Approach is ______________________.

2. English should be educated mainly as '____________________________' instead of as a library language.

3. The structures which entail the other structures, _________________________.

4. ______________________ are the changes or differences in the form of words to show the particulars work they are doing in a sentence.

5. The structural approach makes the learners ________________ and ____________________.

6. _____________________ approach is nothing but improved form of structural approach.

7. Constant fundamentals of __________________________ are often utilized in learning the second language too.

8. Composition writing and remedial teaching are the objectives are _________________________.

9. ________________ approach is suitable only to children and not for adults.

10. Rapid silent Reading was the goal of _____________________________.

Answer to check your progress Question

List out any thee guidelines of good method and approach

A. The best method of approach is that through which maximum objectives can be gained.
B. A good method should be capable of teaching English language as well as literature.

Define the need of structural approach.

Structural approach is useful in enabling learners to border their own sentences. English should be educated mainly as 'language of comprehension' instead of as a library language. The necessity of the information for comprehending English to primarily a matter of understanding the fundamental descriptive linguistics & structure of the language, The structure square measure rigorously hierarchical in order that they offer the young learner a operating command of spoken & written language.

Describe the preparation of situational approach

1. use of classroom situation
2. use of verbal situation
3. use of symbols

List out any to activity to improve oral method of language.

1. Give topics to speak in turns.
2. Show some pictures to speak about the picture.

Fill in the blanks

1. Axiomatic

2. Language of comprehension

3. Productivity

4. Inflexions

5. Active and Attentive

6. Situational

7. Listening and speaking

8. Oral skills

9. Oral approach

10. Audio - lingual method

Summary

Structural approach involves selection and gradation of materials to be taught, selection and gradation of the content is based on the complexity and simplicity of grammatical items. Structural approaches are

based on usefulness and teach ability. Sentence structures are more important useful for lower classes, it emphasis on speech and ample practice. Drill and repetitions are important. This approach teaches four-fold skills to the learners. Situational approach associated with the structural approach led to an alternative where the point of departure became situational needs rather than grammatical units. Here, the principal organizing characteristic is a list of situations which reflects language and behavior outside the classroom.(i.e., in everyday life). Oral approach is learning a second language through listening and practicing the language, while learning the second language they should hear the proper language to practice it will help the learners to master the language. Audio-lingual method of learning will enhance all the four basic skill of language learning (i.e., LSRW), it is a foreign method and now it is practiced everywhere to enhance the level of learning the language. These approaches has its own merits and drawbacks in learning the language.

Keywords

Axiomatic - self-evident or unquestionable

Inflexions - a change in the form of a word (typically the ending) to express a grammatical function or attribute such as tense, mood, person, number, case, and gender.

Graduation - putting them in suitable order

Habit formation - formation of addiction or Activity ,that make you do repeatedly

Enumeration - the action of mentioning a number of things one by one

Commencement - the beginning of something

Dearth - lack of something

Cluster - a group of similar things

Short type Questions

1. How many Approaches are there in English language teaching?

2. Define structural approach.

3. What are the two components are in situational approach?

4. List out any 5 objectives in the oral skills.

Essay type Questions

1. Explain the gradation and systems of structures in the English language teaching.

2. Write down the principles and presentation of situational approach?

3. Elucidate the oral approach with merits and demerits

Suggested books

1.Baruah, T.C. (1985). The English Teachers' Handbook. New Delhi: Sterling Publishing House Pvt. Ltd.

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Structure

6.0.TEACHING OF ENGLISH PROSE

6.1.Definition

6.1.1.DETAILED PROSE LESSON

6.1,2.LANGUAGE MATERIAL OF PROSE LESSONS

6.1.3.AIMS OF TEACHING PROSE

Characteristics of prose

General Objectives of Teaching Prose

Various forms of Prose

Procedure of Teaching prose lesson :

STEPS OF TEACHING PROSE

INTENSIVE READING

UNIT-VI

TEACHING OF ENGLISH PROSE

TEACHING OF PROSE

Teaching prose enables the students to understand the passage, to read fluently, to enrich their vocabulary and to enjoy reading and writing. It enables the learners to extend their knowledge of vocabulary and structures and to become more proficient in the four language skills. It develops the ability of speaking English correctly and fluently.

Definition

Prose is a form of language that exhibits a grammatical structure and a natural flow of speech, rather than a rhythmic structure as in traditional poetry. Where the common unit of verse is based on meter or rhyme, the common unit of prose is purely grammatical, such as a sentence or paragraph.

The main aim of teaching prose is to develop the language ability of the students. It is the intensive study of a language. The language ability helps the learners to use English language without any problem.

1. The main aims of teaching prose are

a) literary and

b) content

To achieve the literary and content, the aims of teaching of prose should be intensive and extensive.

2. General aims of teaching prose:

To enable the students

a) To understand the passage and grasp its meaning.

b) To read with correct pronunciation, stress, intonation, pause and articulation of voice.

c) To enable students to understand the passage by silent reading.

d) To enrich their active and passive vocabulary.

e) To express the ideas of the passage orally and in writing.

f) To enjoy reading and writing.

g) To develop their imagination.

DETAILED PROSE LESSON :

Detailed Prose lessons are also called ’intensive reading

lesson. In detail reading the textbook is read thoroughly, word by word. In the language of Bacon we can also say that, The textbook is to be chewed and digested.” Student are required to read if only for comprehension but also for mastering the presented structure and vocabulary. In detailed Prose lesson each and every difficult word, idiom or phrase is fully explained to the students so that they could grasp them firmly.

LANGUAGE MATERIAL OF PROSE LESSONS

The language material for prose lesson, are given below:

(i) Grammar/structure/usages

(ii) Comprehension.

(iii) Lexical items and vocabulary

(iv) Composition.

AIMS OF TEACHING PROSE :

The aims can be put as under:

(1) General Aims of Teaching Prose
(2) Specific Aims of Teaching Prose

To general aims of teaching prose can be enumerated as under :

(1) To enable the pupils to read English passage loudly with Correct pronunciation. Stress, intonation, pause and articulation of Voice .
(2) To develop the comprehension ability of the Students.

According to Coleridge “Prose is best words in their best order’. The aims, methods and nature of teaching prose are different from those of poetry. Prose is for knowledge information and language. Poetry is for enjoyment, aesthetic, sensuousness and imagery. Appreciation of prose involves comprehending the central experience beauty, and property of phraseology, the allusions and the images in the presentation of the experiences.

Characteristics of prose:

1. Prose consists of philosophical ideas, social problems, historical description of events. geographical, concepts etc.

2. Prose is the most important aspect of literature. Thoughts on a topic, story, drama, novels, auto biography and biography, narration and explanation of concepts, theories and principles are major aspects of prose.

3. Prose develops listening, reading, speaking and writing skills.

4. The purpose of literature is best served by prose.

5. Prose develops the expressional and interpretative ability of students.

6. Prose develops cognitive and affective aspects of students.

Prose is the best way of preserving human knowledge experiences, imagination and ideas and transmit to new generations.

General Objectives of Teaching Prose :

1. To enable students understand the passage or lesson.

2. To develop their imaginative powers.

3. To enable students enjoy reading English literature.

4. To enrich students active and passive vocabulary.

5. To enable pupils read the passage with correct pronunciation, intonation, pause and articulation of voice.

6. To develop students imaginative power and prepare them for world citizenship.

Various forms of Prose :

1. Essay : Essays may be personal. philosophical, historical critical. They may be lengthy or short in size. Samuel Johnson defined it as a "loose sally of the mind, an Irregular. undigested piece, not a regular and an order composition.

2. Novel : The term originally meant a 'fresh story' but gradually come to signify a story in prose as distinguished from a story in verse which continued to be called a romance. W.E.William defines it as " a long narrative in prose details the actions of fictitious people.

3. Short Story : It is a recent development in English literature. It shares the usual constituents of all fiction-plot, character and setting but they cannot be treated with the same detail as in a novel.

4. Play or Drama : Drama presents fiction of fact in a form that could be acted before the audience. A play has a plot, characters, dialogue. an atmosphere and an outlook on life much as a novel has, but it is as a rule intended to be performed in public, not to be read in private. There are some other kinds of prose such as biography, paragraph writing, composition etc.

Procedure of Teaching prose lesson :

There is every need for pre-planned lesson plan for teaching prose. Different scholars have suggested different types of lessons. Generally, Herbartion steps are followed in teaching and planning a prose lesson. These steps are strictly on "Apperceptionistic view., according to which " Learning to link an old idea with a new idea." These steps should be followed after insisting the marginal entries in the lesson plan as data, school. class period, subject, topic etc.

A. Preparation :

1. Teaching Aids
2. Previous Knowledge
3. Introduction

B. Presentation :

1. Model Reading
2. Loud Reading or Imitation Reading by Teacher (Single)
3 .Loud Reading or imitation Reading by students.'
4. Exposition and Explanation
5. Silent Reading.

Preparation: No motivation is necessary for students whose first language is English. But for students for whom English is a foreign language, teachers should attract students to learn the lesson. This is called "preparation of the lesson". The following steps may be taken into consideration.

1. Teaching Aids :

To make teaching effective, purposeful and interesting, teaching aids are essential. They make teaching, joyful and careful. Desirable material should be prepared to make lesson effective and helpful.

2. Previous Knowledge :

This is to test the previous knowledge of the student regarding the lesson and also to link the past knowledge with the existing one. In this way, he can get pupils connect the new and past experiences mentally and learn the matter.

3. Introduction :

It has two purposes :.

a) To bring the past knowledge to consciousness

b) To attract students attention to the new subject. So the teacher should first put some questions to test the previous knowledge of students and then link that to the subject to be taught.

B. Presentation (Learning Experience) :

This is the main Part of the lesson plan. To present the lesson before pupils interestingly and efficiently the teacher should teach the lesson in two or more units. If the lesson is very short, only one unit can be made. The following sub steps can be followed in both the units.

1. Model Reading:

The teacher gives a model reading to enable students to know the exact way of reading. So the teacher Should try to read with correct pronunciation , intonation and stress . He should be particular about pause , articulation and expression. While reading the teacher should not almost absorb himself completely in the book but give some attention to student too.

2. Loud Reading or Imitation Reading by the teacher :

For this the selection of words must be on the basis of the general pronunciation of students. Those words which can be pronounced wrongly students should be selected and written on the black board one by one and get drilled.

3 Land Reading or Imitation Reading by students :

This reading should be done by students. Two or three students should be asked to read, aloud. While they read the following points Should be kept in mind:

a) The errors of pronunciation must be corrected.
b) The left hand should be used to hold the book and the right hand should be kept free.
c) The book should be kept one foot away from the eyes .
d) It is better if they stand and read aloud.

4. Exposition and Explanation. '

The purpose of exposition and explanation are;

a) To make the meaning of words, phrases and idioms clear .

b) To make the comprehension of passage easy

c) To pave way for intensive reading.

The teacher should employ various methods like usage method Similar word method, Derivation method, Reference method etc to suit the needs of the pupils.

5. Silent Reading :

This is done by students. The purpose is :

a) To pave way for extensive reading.

b) To bring students back to the passage after exposition certain instructions should be given to students for good silent reading:

c) Pupils should not move their lips while reading.

d) They should sit erect in right posture.

e) The whole class should be quiet.

f) The postures of students must be appropriate.

C. Comprehension Questions :

After silent reading some questions should be asked to test pupils comprehension of the passage to elicit meaning of words to test if student have understood the passage to draw their attention to the main reference to improve their expression in spoken language etc.

D. Recapitulation :

The recapitulation is generally done with the help of questions. The are different from comprehension questions.

a) The answers to such questions should be long.

b) The questions should be from all the passages taught in different units.

c) They should demand logical thinking on pupil's part.

Blackboard work :

|a) Marginal entries shouts be made.

b) Words of pronunciation drill.

c) Table of exposition work .

Black board work can be used for removing reading difficulties, writing the comprehension and recapitulatory questions and then answers.

E. Home work

Students must be given some assignments. This can be as follows:

a) To make the students remember the meaning
b) To use words in sentences.
c) To answer questions and the passages.
d) To write in two lines what lesson has been given through the passage.

STEPS OF TEACHING PROSE

The class text book or reader in English is meant to be taught intensively. In the intensive teaching under structural approach which is followed in schools a teacher has to adopt a particular procedure or pattern. The steps a teacher has to follow in teaching prose are

1. Motivation or Introduction: (Previous Knowledge)
2. Introduction of New Grammatical Structure
3. Introduction of New vocabulary.
4. Model reading or pattern reading by the teacher
5. Word study or explanation of different words
6. Silent Reading by the pupils
7. Testing comprehension or comprehension questions
8. Reading aloud by the pupils.
9. Assignment oral or written.

The detailed procedure adopted under each step is discussed hereunder.

1. Motivation or Introduction :

The first step a teacher has to take when he starts a class is to motivate the students. This is common to all subjects. The introduction of motivation can be done with the help of audio-visual aids or by creating verbal situations or by both. If he is continuing a lesson already started, then he can ask a few questions on the passage already covered and motivate the students to study the same topic for this. Then this step will be called Recall of Previous knowledge.

2. New Grammatical Structures :

In the method of structural approach, importance is given for the learning of the content. So teaching new structures is given preference. The structures are all graded and selected based on the principle of utility, teach ability, suitability to the class. The structures are introduced by creating visual or verbal situations. Oral drills such as repetition drills, oral practice are effectively done and practised. But in the case of passive vocabulary, student gets mastery over it and is in a position to understand it and apply it in a sentence of his own. ‘

3. New vocabulary :

Under vocabulary there are two categories i)Active and producation type ii) Recognition and passive type. The procedure that the teacher followed for teaching a new grammatical structure has to be followed

for teaching a new active vocabulary. It is enough if the student is made to recognise and understand the meaning of this new word.

4. Model Reading or Pattern Reading by the teacher :

At the time of reading the passage for the first time, the teacher asks the students to close their readers and listen to his reading carefully. He reads the passage observing the pause, stress. rhythm and intonation correctly. The students will be asked to observe these carefully. Second reading he does asking

the pupils to keep their readers open and follow his reading which he again does at normal speed observing the same pause. stress, etc. This provides the pupils the required practice in aural comprehension.

5. Explanation of difficult words, if any

When the teacher has read the passage twice, the boys in their aural comprehension may come across one or two difficult or new words The teacher at this stage will ask the students to point out difficult words, if any, that are to be explained by him and he explains them.

6. Silent reading by pupils

This is the stage where the entire class gets busy. Each student reads silently and comprehends at his own pace. The teacher fixes a time limit to develop speed in reading. He also corrects the habits like finger movements and lip movements which some pupils have at the time of silent reading.

7. Comprehension questions

Pupils would have by then grasped the passage. Then teacher proceeds to ask questions on important matters. In the question pattern, he starts with yes/no, true/false questions followed by either or type, multiple choice, short answer type and inference type and essay type. If he is not satisfied with the response, he can drill up that passage for the second time.

8. Reading aloud by Pupils :

This step is required to develop in the students to correct reading habits. It also helps in correcting errors in pronunciation, pause. Stress, rhythm and intonation. The reading could be done in groups in lower classes. But in higher classes. only individual pupil reads. But care should be taken to see that all students are covered and no one is neglected.

Present Position of Teaching Prose

In teaching of English, prose is always considered important. But the methods of teaching it are generally faulty. The following points highlight the glaring defects :

(i) Majority of teachers just translate English prose into mother tongue. In doing so, they feel that they have taught prose well. It is their wrong notion.

(ii) The teachers teach prose just for the sake of prose. They are after finishing the syllabus. And above all, they keep the examination as the main target before them. They rarely teach prose for making the students leaf the language.

(iii) Applied grammar or functional aspect of the language are not properly dealt with by the teachers. Generally they leave it to the student.

Thus teaching of Prose includes two types of lessons:

(a) Detailed or Intensive Prose lessens.

(b) Non-detailed or Extensive Prose lessons.

INTENSIVE READING:

Reading a text for accuracy is called intensive reading. It is done with the close guidance of the teacher. It forces the learners to pay more attention to the text. It involves the profound and detailed understanding of the text. It is primarily concerned with the developing of reading strategies.

The reading strategies are

1. Judgement
2. Reasoning
3. Interpretation and
4. Appreciation

Intensive reading is more an exercise in accuracy. Students do not read a text only for a specific purpose of information. A text is considered suitable for scanning of information, paying attention to the writer's intensions, arguments, ideas, style, etc., The students are expected to answer all questions which involve their understanding of the text, grammar, vocabulary, writing, etc.,

EXTENSIVE READING

Extensive reading or reading for fluency involves reading of longer texts for pleasure. It is not meant for minute details. It is a fluency activity. The students can read on their own. This is called Rapid reading or Independent silent reading. The specific objectives of extensive reading are:

1. To understand the meaning as quickly as possible.
2. To increase passive vocabulary.
3. To develop taste for reading.
4. To develop the habit of reading for pleasure.
5. To concentrate upon subject matter.

The term extensive reading means to read silently and quickly. It helps to read without the help of the teacher. It trains the reader to understand the subject matter as quickly and efficiently as possible.

It plays a vital role in the learning of second/foreign language. The students are made to read as much as possible. They are given choice and freedom to select the books of their choice. Reading has its own reward. There are no follow up activities. The reading texts are within the linguistic competence of the reader. Students are permitted to read at their own pace. They choose when to read or where to read. This creates interest among the learners. So they learn to read faster without any disturbance.

Steps involved in Extensive reading

I) Introduction:

1. The teacher gives main hints of the passage,
2. He explains the difficult portions,
3. He deals with difficult areas of a language,

II) Silent Reading:

1. The students should read silently and quickly.

III.) Question:

1. The teacher asks questions to test the students understanding.

In extensive reading, the readers must read silently and understand the matter. This would create interest among the readers. The students may not be interested in reading text books. Interesting magazines, newspaper, etc., may be recommended.

D. EFFECTIVE TEACHING STRATEGIES FOR PROSE

Teaching prose focuses on increasing student's comprehension of the material and establishing a personal connection to it. The key is to use a variety of strategies to keep students interested and involved. "Teaching Strategies" author Leif Danielson states, "As an overall teaching strategy: You should create the conditions that will elicit the behavior that you want from your class or an individual student."

1. Read

Encourage students to read the material several times if needed. Repeated observation reveals what they may have missed the first time. Introduce active reading strategies at the beginning of the course. First, teach them to observe what is on the page -- the facts and answers to "who, what, when, where, and how." Then encourage them to notice patterns, connections, repetition or contradictions. Tell them to question everything and explain that a situation or item wouldn't be in the text if there wasn't a reason for it. Lastly, teach students to discover the theme of the text -- what the author intended for the reader to understand. At the beginning of the course, make sure students understand literature terminology. They will need to know what the fiction elements are (point of view, character, setting, plot, structure and theme) and why writers use them. Most textbooks explain these terms, so have students read about the concepts and then discuss them during class by using examples from the assigned readings.

2. Write

One of the best ways for students to increase comprehension is to write about the story they've read. Require students to keep a journal during the course and have them brainstorm, list or free-write a paragraph immediately after completing the reading. Depending on the level of the class, create a form with questions to answer as homework.

Other writing assignments also enhance creative and critical thinking. Ask students to write a continuation of a short story and imagine what would happens next. Alternately, have them rewrite the ending of a short story, choosing a point in the action and changing the direction of the plot. You can also require that they change the gender, age, race or sexual orientation of a character from a story and rewrite the story or a selected scene. Assign the students a character and have them write a letter to him or her--or have the students write a letter to the author and tell him or her what they think of the story.

3. Discuss

Lecturing helps students understand the material, but creating a discussion involves students more effectively. Hearing another point of view challenges them to comprehend the material deeper. During class, ask questions. According to Saskatchewan Education, "Effective teaching involves asking appropriate questions at appropriate times and helping students ask their own questions." Small group discussion gives shy students an opportunity to relate one-on-one. Group four or five students together and give them a question to discuss. Let someone draw it randomly or use a question-and-answer form. Bring the smaller discussions back to the class by having one student report what was discussed.

4. Integrate Technology

Integrate technology into your teaching strategies. After reading and discussing a work, watch the movie version in class. If a movie hasn't been made of that book, watch a similar one to compare or contrast. View author broadcasts reading their own work or commenting on it. Assign students to make a movie about the story or novel. Patty Blome at Scholastic notes that "students develop comprehension and increase learning while researching characters, storyboarding plots and learning the art of film-making by translating a novel into a Hollywood-style digital movie."

Check your Progress:

1. Silent Reading would create ----------among the learner for better understanding.
2. Extensive reading increase the --------- vocabulary among the students.
3. Model reading provide the pupils the required practice in ------- comprehension**.**

Points to remember:

1.The main aims of teaching prose are literary and content,to achieve the literary and content, the aims of teaching of prose should be intensive and extensive.

2. Prose is the most important aspect of literature. Thoughts on a topic, story, drama, novels, auto biography and biography, narration and explanation of concepts, theories and principles are major aspects of prose.

3. The various forms of prose are essay, novel, short stories and play.

4. The steps in teaching Prose, Motivation or Introduction (Previous Knowledge), Introduction of New Grammatical Structure ,Introduction of New vocabulary, Model reading or pattern reading by the

teacher ,Word study or explanation of different words, Silent reading by the pupils, Testing comprehension or comprehension questions ,Reading aloud by the pupil and Assignment oral or written.

5. The intensive reading strategies are Judgement, Reasoning, Interpretation and appreciation.

6. The specific objectives of extensive reading are, understand the meaning as quickly as possible, increase passive vocabulary, develop taste for reading,develop the habit of reading for pleasure and concentrate upon subject matter.

7. Effective teaching strategies for prose are reading ,writing, discussing and integrating technology

Questions for Exercise

1. What is the role of previous knowledge test in teaching of prose?
2. What is the use of model reading while the teacher teaching the prose?
3. List out the objectives of Extensive reading.
4. What are the pitfalls of teaching prose in the present days?

Essay Type Question

1. Explain the steps, the teacher has to follow in teaching the prose?
2. Elucidate the aims of teaching prose?
3. Brief the effective teaching strategies for prose?

Suggested Books

1. Hill, L.A., "The Mythology of English Teaching English, Vol.VI, No.4, August 1961.
2. Jordan, R. R. (1997). English for academic purposes: A guide and resource book for teachers. Cambridge: Cambridge University Press.
3. Swami, N. Krishna &Sriraman (1994) Anatomy of prose, poetry and Drama: Chennai: T.R publications.

4.Thonney, Teresa (2003). The Qualities of Good Prose. Pearson: Columbia.

5.Mowla Shaik, Techniques of Teaching English, Neelkamal Publications Pvt. Ltd, Hyderabad, 2009.

6.Varghese Paul. C, Teaching English as a Second Language, Sterling Publishers Private Limited, NewDelhi, 2013.

7.Vallabi J.E, Teaching of English Principles and Practices, Neelkamal Publications Pvt. Ltd Hyderabad,2014.

8.Wadhwa S.S., Latest Trends in Teaching English, Tandon Publications, Ludhiana, 2011

Structure

7.0.Teaching Poetry

7.1.Definition of Poetry

7.2.Characteristics of the Poem

7.2.1Advantages of Teaching Poetry :

7.2.2.General objectives of Teaching Poetry

7.2.3.Procedure of Teaching poetry

UNIT-VII

TEACHING ENGLISH POETRY

Teaching Poetry :

Poetry is language used in a special way. Its words form patterns, of verse , of sound , and of thought, that appeal strongly to the imagination. Poetry is language used most skilfully and there are more regular construction in poetry than irregular forms. The regular constructions while the students sing the songs. Poetry lessons are helpful to improve pronunciation of English words and to acquire proper stress

and intonation. Poetry turns into a shape of beauty. It raises the material word to higher state. A true poet is a genius who speaks in new language to hearten and inspire his fellows and to expound to them to age in which they live.

Poetry leads to the around development of personality of pupils particularly the emotional, imaginative, intellectuals, aesthetic and intuitive aspects .We read poetry for pleasure and enjoyment. Poetry is regarded as a more difficult kind of prose with special difficulties of language, grammatical construction and thought involvement. There are two broad aims of teaching Poetry in schools.

a) Literary aim and

b) Subject matter aim.

For achieving these two aims the teaching of prose and poetry should be intensive (for achieving literary aim) and extensive (for achieving subject matter aim). Intensive study is mainly related to explanations, detailed information, appreciation and all those aspects are considered essential for the development of aesthetic sense. Extensive study means gaining of knowledge. Hence the role of poetry teaching in schools should not be made a controversial issue and essentially it should increase students' Comprehension ability too. Poetry is not an 'optional extra' it should after alt aim at exploring the possibilities of placing best words in best order.

Definition of Poetry :

Poetry is musical and metrical form of language. Poetry is a thing of beauty to form, of thought and emotions. It is intimately weave with nature and life. It is more to the ear and heart than to eye. It appeals to the heart it should be heard and not so much to be seen, not so much to be thought of, but to be enjoyed. Wordsworth says, "Poetry is a spontaneous overflow of powerful feelings." E. Allen Poe says, "The rhythmical creation of thought," Hudson says," Poetry is made out of life, belongs to life and exist for life." Milton says," Poetry is simple, senscious and passionate." Coleridge says," The best words in the best order."

Characteristics of the Poem

Emotional and imaginative content:

the first notable feature of poetry is that its content is emotional and imaginative. In fact, emotion and imagination are the essential qualities of poetry it is said that "poetry is imaginative emotional interpretation of life". Poetry deals with facts , experiences and problems of life. First ,it relates them to our emotions and then transforms them by imagination. Poetry treats reality imaginatively and However, it does no falsify it. Imagination and emotion predominate poetry.

Metrical form (Rhythm):

The second essential characteristic of poetry is metre. Poetry is emotional and imaginative in substance and metrical in form and Metre means rhythmical language. In poetry the emotional and imaginative interpretation of life is clothed in rhythmical language. Like any art, the function of poetry is to give aesthetic pleasure and it is metre which enables poetry to perform this function properly it is metre which primarily differentiates poetry from prose. Without metre, even the most imagination and emotion subject would remain prose. It is metre which function as the dividing line between prose and poetry. Great critic Matthew Arnold says " metre must be taken as the general and constant characteristic of poetry and the chief point of distinction between prose and poetry.

Poetic diction :

Diction means both the choice and the arrangement of words it is both vocabulary and syntax. Critics may have different views about poetic diction however, it is truth that the words used by the poets are the different from those used by a prose –writer. The poet also arranges the words in a different way. It is metre which modifies the language of poetry . As Coleridge has said it makes the diction of poetry different from the language of prose. The poet uses sweet and pleasant sounds and not harsh ones. Similarly, the syntax of the poet is not conditioned by the rules of grammar but by requirements of metre.

Rhyme:

Poetry has rhyme it may be regular or irregular. Rhyme means the similarity in sounds between words or syllables words or syllables at the end of two lines of a poem may have similar sounds. This means the two lines rhyme together.

For example:

"twinkle, twinkle you little star

how I wonder what you are"

there are various kinds of rhyme like half-rhyme and eye-rhyme.it should be noted that is not an essential feature of poetry. For example ,"blank verse'' and "free verse" may not have rhyme.

Music and melody:

Poetry is that it is musical and melodious in fact , poetry is called musical speech . The poet makes use of various devices to make their verse musical and such devices include rhyme, alliteration and certain consonants and vowels. The music of poetry is a matter of verbal felicity. The lyrical types like the song ,the ballad and the sonnet are highly musical. Music can be called the essential quality of poetry.

Figures of Speech:

Essential feature of poetry the diction of poetry needs to be figurative. Figures of speech are also essential for the emotion and imaginative appeal of poetry. Simile , metaphor , personification , hyperbole etc.. are some of the figures of speech which are often used by poets. Without figures of speech poetry may lose much of its charm and appeal.

Life and Nature as raw materical of poetry:

Life and nature are the raw material of poetry and it reveals the mystery, beauty, and loveliness of human life and nature. Poetry turns the ordinary things of life and nature into objects of beauty .

for example : Keats's ode "ode to the nightingale" has made the bird beautiful and immortal.

Importance of Poetry

Poetry today favours practical skills over creativity, arguably the most creative of all literatures gets overlooked, especially as it seen by many people as being 'difficult'.

Self-expression, resistance and structural creativity. It reflects how kids engage with social media and technology. Poetry has the potential both in the classroom, and out the classroom, to teach more than a basic understanding of iambic pentameter, rhyming couplets. Teaching and learning from poetry can help students respect and understand the viewpoints of people across the globe. In an age of increasing divisiveness.

General objectives of Teaching Poetry :

The following are the general objectives of teaching poetry.

1. To enable students appreciate beauty, rhyme and style of the poem.
2. To enable pupils read aloud the poem with proper rhythm and intonation.
3. To enable students enjoy recitation, thought and imagination involved in the poem.
4. To train the emotions, develop aesthetic sense and create love for English Literature in them.

Teaching poetry at different levels :

(1) Primary level :

1) To enable the pupil to enjoy the poem

2) To help pupils to recite and enjoy simple poems

3) To help pupils learn elements of language such as sounds, word phrases, sentences and their structuring.

4) To make pupils listen repeat and memorise the poems.

5) To develop a taste for poetry reading and writing.

(II) Secondary Level :

1. To make students enjoy and appreciate the poem style.

2. To enjoy rhyme and rhythm.

3. To develop power of appreciation of beauty.

4. To help pupils learn elements of language such as sounds, words, phrases, sentences and their structures.

(III) Higher Secondary level :

1. To enable the students praise the poem.
2. To appreciate the images that present the experience.
3. To appreciate the rhythmic and musical touch of the poem.
4. To train the emotions, feelings and imagination of the students.
5. To create aesthetic sense in students.
6. To create a love for literature in students.

Methods of Teaching Poetry:

1. Lecture method
2. Question Answer method
3. Review method
4. Meaning and understanding method .

Techniques of Teaching Poetry :

1 . Question Answer technique

2. Model reading

3. Explanation technique

4. Parallel Quotation technique

5. Narration technique.

ADVANTAGE OF TEACHING POETRY IN SCHOOL:

Teaching of poetry in our school do not differ kind of with difficult words grammatical structure and thoughts Poetry gives as internal pleasure and joy to our students. Teaching school has following advantages:

(i) It leads to all round development of students,

(ii) It enriches the experience of the pleasure.

(iii) If imparts enjoyment and pleasure.

In the words of Billow, ”To leave poetry out of language course is to renounce an externality effective and labour saving method of absorbing useful language.

Procedure of Teaching Poetry :

There is no particular method for teaching poetry. A poem should be seen as a whole not as a part, while teaching poetry, teacher should sparingly explain it as done by language teachers. A short introducing talk regarding the poem, poet and poet's style may act as stimulus to, the pupils to enjoy and appreciate the poem. At primary stage children may be asked to byheart the poem and if the poem is enjoyable, they will learn it by heart without realising it.

A good teacher plans his lesson well before he goes to class. The teacher visualises the classroom activities in advance. Certain general steps can be followed for teaching poetry in the class room. They are not extensive because each poem needs a separate treatment.

Objectives :

Objectives of the poem are to be mentioned in behavioural language. Specific objectives differ from poem to poem depending upon the main theme of the poem.

Teaching Aids :

The aids must be suitable, relevant, cheap and fitting to the context.

Previous knowledge :

The previous knowledge, experiences and mental development of the students are ascertained and the same is mentioned in the plan book. It is on the basis of previous knowledge that the new lesson is tobe introduced in the class.

Introduction :

Thompson and Wyatt have suggested three ways of introduction.

1. The best method is to read a parallel poem, i.e., a poem similar in subject –matter with the poem to be taught. If possible, the parallel poem should be written by the same poet.

2. One method is to give the gist of the poetry and ask two or three simple questions on that.

3. The third method is to give the life-sketch, style and characteristics of the poet.

Statement of Aim :

After making students curiosity to know about the poem by introduction, the teacher should state the aim briefly in clear words.

presentation of the poem :

Ryburn opines. "A good poem is a complete whole." So poetry should be taught in only one unit. The presentation stage consists of the following points.

Presenting the gist of the Poem :

To make pupils understand the theme and matter of the poem, the teacher presents the gist of the poem.

Model reading by the teacher :

The teacher recites the poem while the students listen to him carefully with their books closed. This helps the pupils to follow the musical tone of the poem.

A good teacher of English poetry should be familiar with rhythm and intonation pattern of English language. The model reading by the teacher should help the students to experience or feel the poem in its totality. Recitation is the soul of poetry. so it must be very effective.

Pronunciation Drill :

The teacher conducts the pronunciation drill of the difficult words. First he himself pronounces the difficult words one by one and ask the students to pronounce the words correctly. He repeats the words till the students learn to pronounce the words correctly.

Advantages of Teaching Poetry :

1. Poetry has tremendous appeal for children and it is the best way of exciting their love of the language. Poetry has special appeal for the aesthetic and intuitive sides of the child's personality.

2. Poetry educates our emotions and increases our imagination. We can compare prose to walking, moving from one place to another on the surface of the earth, getting world’s daily work done. Poetry may be compared to dancing, rising above the surface of the earth. perceiving its relations, getting a faller view of its reality

4. Poetry has cathartic value because it helps in expression and training of emotions Poetry is memorable, because Of its arrangement of rhyme and rhythm. It has been rightly defined as memorable.

5. Poetry imparts pleasure to the students. It lays the foundation for the appreciation of the beauty of thought, mood or feeling.

6. Poetry as media of variety Poetry introduces variety in the English course and is a good antidote against boredom.

Model Reading II:

A poem is enjoyed to a maximum extent if pupils feel the music and sensuousness in it. Poetry is musical if it is presented in such a way by the teacher. Therefore the teacher should create such an atmosphere for the poem that it evokes emotional response from the pupils. So it should be read twice or thrice, as wisely pointed by Rybum, “One reading of course is not enough. It must be read twice or thrice.”

The students should be asked to look at their books and hear attentively and the teacher will recite the poem in a modulated voice.

Meaning of Difficult words and Phrases:

Such words which create hindrance in the comprehension of the Poem should be explained to the pupils. The teacher should select appropriate words and phrases used in the poem and clearly explaining the beauty and the face by which they are used by the poet. The use of a particular word, a phrase or a transferred epithet can be highlighted and its significance can be explained by the teacher. He can also bring out the beauty of the figures of speech and throw light on the ideas involved.

Model Reading III :

When the poem has been fully explained and discussed, the teacher should read the poem once again. This reading will have a greater effect on the pupils since much explanation has been already said about the poem.

Imitation reading by the pupils : After reading the poem, the teacher asks the pupils to read the poem one by one. He should ask them to recite it with effect, caring about their pronunciation, intonation and rhythm.

Comprehension Questions :

Simple questions to make sure if students have comprehended the poem or not can be put to them. Their number can vary depending upon the length of the poem.

Appreciation questions :

These questions test

1. Appreciation of beauty of thought
2. Appreciation of the beauty of images
3. Appreciation of the beauty of emotions
4. Appreciation of the beauty of style and language.

Choral Recitation :

This is useful for primary level pupils. The main intention of this recitation is to enable the students catch the rhyme and intonation and follow the teacher overcoming their shyness. Later such pupils can read independently. It helps them to develop eloquence and fluency as well as emotional release.

Assignment :

This section doesn’t have much importance in poetry teaching. The teacher may ask the pupils to write rhyming words and lines that will create special interest.

For successful teaching of poetry the words of Alexander Haddow are very appropriate. “Read each poem twice, give the children time to form their own impressions. invite them to criticize and help them in doing so. Let the poetry period be, as far as possible a period of joy a period of pondering over things they love already. Let them choose for themselves the poems they are to learn by heart choosing his own favourites. That only can develop a taste for poetry and train the ear to the variety of beautiful sounds.

That only can arouse in them some of the wealth of poetry that is before them. Remember that we must turning out readers of poetry, not students of poetry.

Billows has written, 'To leave poetry out of a language course is to pronounce an extremely effective and labour saving method of absorbing useful language. It is also to abandon opportunities to humanize and warm what otherwise may be very dry and chilly in words and information. it is to renounce the hope of delivering us from pedestrian writing if not attitudes of the text book writer. It is to neglect an important and powerful link in establishing in the pupil's mind a favourable mental set.

Check Your Progress Questions

1. ------ helps them to develop eloquence and fluency as well as emotional release.

2. Appreciation question test the appreciation of the beauty of ------------- poem.

3. A good teacher of English poetry should be familiar with ----------------- pattern of English language.

Summary

There are two broad aims of teaching Poetry in schools. Literary aim and Subject matter aim. For achieving these two aims the teaching of prose and poetry should be intensive (for achieving literary aim) and extensive (for achieving subject matter aim). Wordsworth says, "Poetry is a spontaneous overflow of powerful feelings." Teaching of poetry at different levels of education is an appreciable activity. Teaching school has following advantages which leads to all round development of students, enriches the experience of the pleasure and imparts enjoyment and pleasure. Methods of Teaching Poetry are Lecture method, Question Answer method, Review method and Meaning & understanding method . The techniques of teaching Poetry are Question Answer technique, Model reading, Explanation technique, Parallel Quotation technique and Narration technique. Objectives, teaching Aids, Previous knowledge, Introduction, Statement of aim, presentation, gist of the poem, model reading, pronunciation drill, Model reading comprehension question, Appreciation question Choral recitation and assignment are the procedures of teaching poem.

Keywords:

Literary aim- subject matter aim

Definition and characteristics , Importance, Poetic diction, Appreciation, recitation, Imagination, Metrical form , Procedure of teaching poetry, Methods and techniques, model reading.

Short Questions:

1. Write the definition of poem?
2. State the characteristics of poem?
3. List the methods and techniques of teaching Poetry?
4. Brief the importance of model reading by the teacher in teaching poem?

Essay type Question:

1. Explain the advantages of teaching poem for school and its procedures?
2. Describe the teaching of poem at various level?
3. Detail the procedure of teaching poem at various level of Education?

Suggested Books Reading

1. Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3rd ed.). Oxford: Oxford University Press.
2. Chen, D.M. 2009. Comparative Approach to teaching modern English poetry.
3. USChina Foreign Languages 7(1): 46-52. Classic Feel Magazine. 2013.What is poetry? Acceleration of language. pp. 50-53.
4. Cohen, E.G. Brody, C.M. &Sapan-Shevin, M. 2004. Teaching cooperative learning. The challenge for teacher education. State University of New York Press.
5. Faulst, M. &Dressman, M. 2009. The other tradition: Populist perspectives on teaching poetry as published in English Journal – Ed in 41(2): 114-133. Pro Quest Research Library
6. Mowla Shaik, Techniques of Teaching English, Neelkamal Publications Pvt. Ltd, Hyderabad, 2009.
7. Jain Praveen. M, Methodology of Teaching English Tools, Techniques and Methods, Aavishkar Publishers, Jaipur,2014.
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Structure

8. Teaching of English Grammar

UNIT-VIII

8. Teaching of English Grammar

8.1 INTRODUCTION

According to I.A. Gordon, ”Language is the vehicle of our thoughts and feelings and of our stories whether there or not and grammar is the machinery by which that vehicle is set in motion and motive power is the mind and speech sounds are the air and space through which the movement of vehicle takes place”.

8.2 What is Grammar ?

Grammar is a preventive and corrective medicine safeguarding and rectifying points of words use which are liable to error.Grammar is the Science of language. It is an analytical and terminological study of sentence.

Dr. Sweet has defined grammar as the practical analysis of a language and its anatomy.Dr. West, ”Grammar is not a code of rules; it is, like etiquette and table manners, a statement of convention, it summarizes, what is done by culture people, and like etiquette, it is in a state of constant change."

Professor W.N. Francis,” Grammar has three different meanings. The first meaning of ’grammar’ cals it grammar-1 is the Set of formal patterns in which the words of language are arranged at in order to convey large meanings. The seconds meaning 'grammar' calls it grammar-2 is the branch of linguistic Science Which is concerned with the description, analysis, and formulation of formal language patterns. The third meaning of ’grammar’ Calls it grammar -3 is linguistic etiquette.

Chapman has given a comprehension definition of grammar to established the rules and principles, which are followed more or less unconsciously or instinctively by the native speakers.

Prof. Sonenshein has found that grammar deals merely with 'syntactic’ type of difference in the grouping of words in sentences. It is a description of structure and nothing more.

Jagger in the book ” Modern English’, describes the purpose of grammar for school as ”a description of the main laws of structure of current English untouched in terms which are sufficient prease" the pendulum has swing from the formal grammar to function grammar.

8.3 GRAMMAR AND OUR SCHOOLS

In older days ”Grammar first, language next" was the common practice everywhere. In those days Latin Grammar dominated English Grammar, and Grammar was a must to teach the art of speaking and writing the English language with priority. At present time, grammar is losing its importance. Scholars have freely criticized it. P. Gurrey views in secondary schools the use of paraphrasing and full analysis is a waste of time compared to the effectiveness of many other exercises.

Holliday and his colleagues condemned it by saying, "much of English grammar taught in the old method was pedant ice, or archaic even erroneous."

In the old system of teaching, grammar occupied a very importance place in the curriculum. It was believed that ability to speak and write English was impossible without a prior mastery of grammar. With

the introduction of Direct Method, grammar is fast disappearing from school curriculum. Because the Direct Method of teaching is being adopted in which the traditional grammar is ignored and functional grammar is taught along With other linguistic items, Ballard says, “Formal grammar fails to provide a general mental training, does not enable teachers to eradicate solecism, does not aid in compositions and take up time which could much more profitable be devoted to the study of literature." Grammar, therefore, loss its importance. It begun to occupy and still occupies a secondary place in the curriculum. Formal or theoretical grammar gave place to function or applied grammar

Professor A.W. Frisby has drawn a beautiful word -picture of a swimming coach, coaching his young swimmers ’strokes’ of swimming without coaching them ’swimming’. The result that he draws is fairly true ”. Some shivered on the edge of the bath. A few jumped in and sank, the class alas, could not swim.” This exactly happens when the workman has been taught how to name the tools and not to use them. Similar is the fate of teaching grammar in our schools.

8.4 SOURCES OF THE MATTER OF GRAMMAR

The best source of teaching is the textbook. It is the responsibility of the authors of the textbook and even before them it is the onus of the framers of syllabus to lay down specific rules and instructions viewing the ’end in view’ on which these text-books should be written. The authors should selected their material, selected and grade it including the specific points of grammar and also give sufficient training in speech and writing and then by way of correcting the oral and written work, the grammatical points should be referred to.

8.5 WHEN TO BEGIN GRAMMAR?

Here is an answer to his important question. Dr. Ballard who says, "It require a more mature intelligence to grasp the grammar i.,e theoretical grammar, instead of making the difficult easy ’makes’ the easy difficult". So we should begin with the first and grammar afterwards.

’The grammar taught in Schools should be pure grammar i.e. a grammar of function, not in form” (Board of Education -teach English in England)

Four SafeGuards :

An eminent scholar has suggested four safeguards in the teaching of grammar. Firstly, the study of grammar should not begin until student has acquired a working knowledge of the language.

Secondly, Grammar should never form the sole subject of a full period.

Thirdly, teachers should never face boys with grammatically incorrect sentence for them to correct.

Fourthly, no opportunity should be missed to stress those points at which the highly inflicted vernaculars of India differ from English.

8.6 AIMS OF TEACHING GRAMMAR :

The main aims of teaching grammar are enumerated as follows:

(i) To develop the understanding about the rules of grammar.
(ii) To develop a scientific attitude towards language.
(iii) To develop insight into the structure of English language.
(iv) To develop their mental abilities of reasoning and correct observation.
(v) To enable the students to assimilate the correct patterns of the language without rote memorization.

Advantage

(i) The development of scientific and logical attitude towards language
(ii) Systematically knowledge of the language.
(iii) Development of language skills.
(iv) The mental development of the learner.
(v) The development of insight structure of language.

Disadvantages

(i) It hinders the spontaneous leaming of a foreign language.
(ii) Knowledge of grammar does not help in speech and writing.
(iii) Learning the rules of grammar is not learning a language.
(iv) It does not provide the ideas, thoughts, and feelings to the learners to express.
(v) Grammar does not lay down rules for the language to follow. It merely observes and records the language. It is customary to use a particular idioms, grammar notes the change. It has no power to stop it.

8.7 TYPES OF GRAMMAR :

The following are the types of grammar:

1.Prescriptive grammar

2.Descriptive grammar

3.Scholarly grammar

4. Structure grammar

Transformational generative grammar

Prescriptive Grammar : It is also called theoretical or formal grammar. It is classical or old traditional grammar. In it main emphasis is on rules and forms. It ties language with rules.

Descriptive Grammar : It is also as function grammar. The main emphasis lay on the function side of language. Descriptive grammar describes the behavior of language. It overcomes the shortcomings of perspective grammar. It is not theoretical teaching but it is taught with the teaching of language items.

The Scholars of 'University' Developed Scholarly Traditional Grammar : In developing, they used bibliographical references, critical evolution of the work of predecessors and though documentation by citations from English literature.

Structure Grammar : Prof. C.C. Fries, an American linguistic, was the founder of structure grammar. It emphasizes on structure of sentences. It is not a complete system.

Transformational Generative Grammar : According to this basis type of grammar , sentences are of two types (a) basis sentence and (b) transformed sentences. It is in a developing stage and may take an important place in the future

Check Your Progress Question

1. What are the types of Grammar?

Different between Traditional Grammar and Functional Grammar

Traditional Grammar	*Functional grammar*
1. It lays emphasis on rote memorization of grammatical rules .	1. It is emphasised on the correct pattern of sentence without learning the rules by heart.
2. It is taught deductive approach	2.It is taught inductive approach.
3.It is taught with the help of a grammar books as a separate subject .	3. It is taught along with the graded course reader but not as a separate subject.
4. It is taught formally	4. It is taught informally
5. Every part of grammar is taught	5.Useful and functional part of sentence patterns is taught

8.8 METHOD OF TEACHING GRAMMAR:

The various methods for teaching of Grammar are:

1. The Tradition Method

2. The Inductive-Deductive Method

3. The Incidental or Correlation Method

4. The Informal Method

1. The Traditional Method :

In this method a textbook is used to contain definitions, example : teacher's task is to make the definitions and rules more clearly to the students with the help of suitable examples , and then he asks students to do the same exercise and memorize the definitions and rules by heart . Traditional method has the following shortcomings:

1. It emphasis on rote memory
2. It is against the pedagogic principles proceed from known to unknown, simple to complex, particular to general, example to rule.
3. Students find it least interesting.

Due to all these demerits this method is obsolescent these days

2. The Inductive Method :

The method is most suitable because it is according with the modern method of teaching e.g., from the known to the unknown, to the simple to complex, from concrete to abstract, from particular to general.

Thompson and Wyatt says" Even when facts are discovered inductively the knowledge acquire has to be applied deductively."

Inductive means to proceed from observation to law and rules

Deductive means to proceed from law and rule to observation and examples.

This method has two processes:

(a) Inductive process:

(b) (i) Presentation of example and illustrate in a systematic way.

(ii) Observation and analysis of example.

(iii) Generation of rules.

(C) Deductive process:

(i) Generation of rules.

(ii) Verification and application of the rules by observation and analysis.

(iii) Practice of the examples of the rules.

Advantage

Inductive and deductive method has many advantages:

1. It is psychological because it follows the well known psychological maximum of teaching.

2. It arouses the interest of the pupils because they remain active, make enquiry and discover the rules themselves.

3. It has no place for memorization .

4. It stimulates their power of thinking and reasoning , assimilation. This method has been strongly support by P.C. Wren in these words, "Teach grammar inductively, teaches English as you would, by action and practice. The rules show themselves in both and need to be learnt first. Nor should a boy be able define a Noun or verb before he can use one?"

Demerits :

Some scholars due to the following demerits have criticized this method :

1. It is only applicable at an early stage.
2. This method is not full in itself. But the merits of this method have made it most successful method of teaching grammar. It is advisable that the grammar should be taught informally as the early stage with Inductive. Deductive method and incidental method at the middle stage and with Traditional method of the higher stage.
3. **The Incidental or Correlation Method**: It is also called reference method. In this method grammar is taught incidentally this is done during the teaching of textbook, doing translation work, or writing composition complex structures are explained and the grammatical implications are taught simultaneously. By same times these things interfere with course of teaching a particular topic, because there is an unnecessary divergence. "However this method is very suitable, as a supplementary to the Inductive-Deductive method. After the rules of grammar have been taught in the grammar period, reference at the proper occasions may be made in the intensive reading or composition period for the purpose of further drill and application."

Since grammar is taught by relating it to the text-book, Translation and Composition, it is called reference or correlation method, the advantages of this method is that students know the practical use of grammatical laws, but it has the following disadvantages:

1. It is not complete method.

2. It can interfere with normal teaching. For over - coming these demerits this method should be used along with inductive-deductive method .

In Formal Method: This method advocates the teaching of grammar not by rules but by usages. By continues practice of using words while speaking, reading and writing, grammar can be learnt. This method proves useful at the early stage when pupils are taught orally, According to Suri and Bhardwaj,

”The informal method is a necessity in the early stages when the pupil have not mastered enough vocabulary and are yet baffling with speech ."

Informal method has following disadvantages:

- **(i)** All the grammatical rules cannot be taught by this method.
- **(ii)** Student does not get systematized knowledge of grammar.
- **(iii)** It consumes much time and labour of students.

Check Your Progress Question:

1. What are the various methods involved in teaching grammar to the students?

8.9 Teaching Procedure

Teaching Grammar through stories

Everyone loves a story. Stories can be used for both eliciting and illustrating grammar points. The former employs inductive reasoning, while the latter requires deductive thought, and it is useful to include both approaches in lesson planning. In addition, a well-told story is the perfect context for a structure-discourse match, but the technique can also be used effectively for a structure-social factor match. Storytelling is one of these extremely versatile techniques, and once you get the hang of it, it can be a convenient and natural grammar teaching tool. You may even find that it is the technique that holds students' attention best, as well as the one they enjoy most.

Grammar points can be contextualized in stories that are absorbing and just plain fun if they are selected with the interest of the class in mind, are told with a high degree of energy, and involve the students. Students can help create stories and impersonate characters in them. Students will certainly appreciate and respond to your efforts to include them in the storytelling process, but they will also enjoy learning about you through your stories. Stories should last from one to five minutes, and the more exaggerated and bizarre they are, the more likely students will remember the teaching points they illustrate. Storytelling is traditional in almost all cultures. We can tap into that tradition for a very portable resource and a convenient and flexible technique for teaching any phase of a grammar lesson. A story provides a realistic context for presenting grammar points and holds and focuses students’ attention in a way that no other technique can. Although some teachers are better at telling stories than others, almost any of us can tell stories with energy and interest. Students naturally like to listen to stories, and most are remembered long after the lesson is over.

Teaching grammar through songs and rhymes Songs Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop students abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. Learning English through songs also provides a non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting. Songs also give new insights into the target culture. They are the means through which cultural themes are presented effectively. Since they provide authentic texts, they are motivating. Prosodic features of the language such as stress, rhythm, intonation are presented through songs, thus through using them the language which is cut up into a series of structural points becomes a whole again. There are many advantages of using songs in the classroom. Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Since songs are highly memorable and motivating, in many forms they may constitute a powerful subculture with their own rituals. Furthermore, through using traditional folk songs the base of the learners knowledge of the target culture can be broadened. In consequence, if selected properly and adopted carefully, a teacher should benefit from songs in all phases of teaching grammar. Songs may both be used for the presentation or the practice phase of the grammar lesson. They may encourage extensive and intensive listening, and inspire creativity and use of imagination in a relaxed classroom atmosphere. While selecting a song the teacher should take the age, interests of the learners and the language being used in the song into consideration. To enhance learner commitment, it is also beneficial to allow learners to take part in the selection of the songs.

Teaching Procedure

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher. At the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are:

- Gap fills or close texts
- Focus questions
- True-false statements
- Put these lines into the correct sequence
- Dictation
- Add a final verse

• Circle the antonyms/synonyms of the given words

• Discuss

A teacher's selection of a technique or a set of techniques should be based on his or her objectives for the classroom. After deciding the grammar point to be studied, and the song and the techniques to be used, the teacher should prepare an effective lesson plan. Since songs are listening activities, it is advisable to present them as a listening lesson, but of course it is necessary to integrate all the skills in the process in order to achieve successful teaching. When regarding a lesson plan, as a pre-listening activity, the theme, the title, or the history of the song can be discussed. By directing the students toward specific areas, problem vocabulary items can be picked up in advance. Before listening to the song, it is also beneficial to let the students know which grammar points should be studied. At this stage, pictures may also be used to introduce the theme of the song. In the listening stage, some of the techniques listed above can be used, but among them gap filling is the most widely used technique. Through such gaps, the vocabulary, grammar, or pronunciation are highlighted. This stage can be developed by the teacher according to the needs of the students and the grammar point to be studied. In the follow-up, integrated skills can be used to complete the overall course structure.

Since many songs are on themes for which it is easy to find related reading texts, it may lead the learner to read a text about the singer or the theme. Besides, many songs give a chance for a written reaction of some kind. Opinion questions may lead the learner to write about his own thoughts or reflections. Some songs deal with a theme that can be re-exploited through role plays. Acting may add enthusiasm to the learning process. Finally, some songs deal with themes, which can lead to guided discussion. By leading the students into a discussion, the grammar point could be practiced orally and, in a way, naturally. Exploitation of songs for grammatical structures can be illustrated through several examples. For present tense 'Let It Be' by the Beatles, for past tense 'Yesterday' by the Beatles, for present progressive 'Sailing' by Rod Stewart, for present perfect 'Nothing Compares to You' by Sinead O'connor, for past perfect 'Last Night I Had...' by Simon and Garfunkel, for modals 'Blowing in the Wind' by Bob Dylan, and for conditionals 'El Condor Pasa' by Simon and Garfunkel can be used. However, it should be kept in mind that songs, which provide frequent repetitions, or tell a story, or provide comments about life, or introduce cultural themes are the effective ones, since they provide authentic and meaningful material.

How much Grammar should be Taught in English?

A person’s ability in language is judged, not by the amount of grammar he knows but his skill in using that language. At the same time we cannot say that he need not know any grammar. A judicious balance has to be struck between too much and too little grammar. Over the years teachers had a fancy to teach grammar, particularly the rules and exceptions followed by examples as seen in any grammar book. It was also very easy to do that; they set apart separate periods for grammar, even neglecting the language textbooks. Students too enjoyed grammar classes. They scored good marks in grammar.

The syllabus in grammar for secondary schools has been prescribed all over the country, generally covering the following areas.

i. Parts of speech with reference to their form and position in a sentence.

ii. Words and word formations, prefixes and suffixes and compound words, different kinds of phrases-adjective phrases, preposition phrases, etc,

iii. Clauses (noun, adjective and adverb) and identification in a sentence. the,

iv. Sentences different kinds simple, complex, compound

v. Tenses non-finites and finites gerunds and participle Modals.

vi. Transformation of sentences active passive, reported speech. simple to complex to compound and vice-versa.

vii. Prepositions and conjunctions.

viii. Punctuation.

Under all these categories, the knowledge of rules is not insisted but the students should be able to do some exercises to strengthen their usage. The motto in this regard can be neither too much grammar, nor too little. It has been compared to a vitamin. "Grammar resembles a vitamin in that will effects may spring from a deficiency and an excessive dose must be wasteful and may even be harmful. It is like a medicine, not a form of diet." Whatever grammar is taught must be functional and help the students in improving their use of English.

8.10 Methods of Teaching Grammar

Broadly there are two methods of teaching grammar Deductive and Inductive. '

Deductive Method: This method may be used with older children who have already learnt some languages. The method insists on rule first and example later.

The teacher gives the rule or definition of a language form. say the present continuous tense. This tense is used initially for actions going on at the moment of speaking. Then he gives a number of examples. from actions or pictures. Later he makes them apply the rule. by showing some more pictures. or giving some exercises; care is taken about agreement between the subject and the predicate.

I am running.

You are running.

He/she is running.

Generally formal grammar was taught by the Deductive Method. Only rules and examples were recited by teacher and pupils and there was no action. no practice, no linking of words and

meanings. Everything appeared easy and time saving but the pupils did not learn anything because there was no practical demonstration or practice of the pattern.

Inductive Method: This method insists on lots of examples first, formulation of the rule later and more examples

Eg. the phrase 'used to' -This is used in relation to a past habit.

First the teacher gives a number of examples.

I used to play football at school. (now I no longer play)

Mr.Sarma used to take a cold water bath at 4 O'clock in the morning. (now he doesn't do it)

My father used to hunt when he was in service. (now he is retired, he doesn't do it)

The teacher warned the students that many people use this expression for present habit or practice which is wrong.

Eg. I use to take coffee every day. You use to travel by the local train every day.

Then the teacher helps the students to frame the rule. from all these examples, that "used to" expresses a past habit.

Then he elicits some more examples from them.

Exercise: Rewrite with "used to"

i. My brother was cycling five km to go to work every day. Now he uses a scooter.

ii. His parents were selling vegetables when he was young. Vow they don't do it.

iii. My grandfather was telling us stories. Now me is too old to do that.

The Inductive Method makes the pupils think for themselves and take part in language learning. Teaching and learning are made interesting through contextualised discussion. Children learn grammar incidentally. This is called functional grammar. They have plenty of practice in

sentence patterns.

Of course, it requires competent teachers to teach by the Inductive Method. Their own usage must be correct. This method produces very good results with beginners.

Check Your Progress Question

3.Why is teaching grammar to the students is important?

SUGGESTIONS FOR SUCCESSFUL OF GRAMMAR

(i) The lesson should be planned beforehand.
(ii) The teaching material should be chosen from the textbook.
(iii) Sufficient spoken and written work is essential.
(iv) The method of teaching should be chosen keeping in view the age and general standard of students.
(v) Appropriate audio-visual aids should be used.
(vi) The teacher should be particular about the correction work.
(vii) For evaluation the objective type tests should be used.
(viii) Grammar has correlation and hence should be taught with this aim that pupils learn to express in correct English.

According to the modern approach ’Grammar meaning' is more important than ’rules of grammar.’ Grammar according to A .S. Hornby, for the learner of a foreign language is a set of ‘Directions of use’ for use in building Up. The Indian students require grammar that is a catalogue of existent phenomena, which are the outcome of nature linguistic evolution.

Answers to check the progress questions:

1. There are four types in grammar. They are Prescriptive, Descriptive, Scholarly and structural.
2. There are various methods involved in teaching grammar to the students. Some of them are, the traditional method, the inductive- deductive method, the incidental or correlation method and the informal method.
3. Teaching grammar to students is important because learning with a systematic approach will help them to understand the concept in a better way.

8.11 Summary

Teaching Grammar has always been an essential part in teaching the English language. This paper deals with the effective teaching of Grammar with several of the new emerging techniques that helps the students attain a better knowledge of grammar. It also paves the way to discuss the types of grammar and its uses.The ways in which grammar has been taught in schools did not provide the application intelligence to the students which has been discussed with reference to the usage of grammar for practical purposes such as spoken and written forms. Various innovative methods are provided for the students to get better knowledge about grammar with their respective rules.

8.12 Keywords

Grammar - systematic structure of a language.

Inductive - deriving general laws from particular/specific instances.

Deductive - deriving instances from a particular/ specific laws.

Traditional - methods and rules that have existed for a long time.

Functional - methods that are applicable to get the desired outcome.

Intelligence - ability to apply skills along with knowledge.

Prosodic - the systematic study of metrical structure.

Prescriptive - enforcement of a ground rule or method.

Descriptive - process of describing anything.

Short Questions:

1. What is the place of Grammar in the teaching of English?
2. What are the various methods of English Grammar?
3. Method of presentation of English Grammar at every stage?
4. Elucidate the best way to teach English Grammar for school students?
5. What are the aims of teaching poetry ?

Essay Questions:

1. Explain the Aims and objectives of teaching grammar?
2. How should grammar be taught for promoting pragmatism in learning?
3. Elucidate the difference between teaching grammar through traditional method and functional method.

8.13 Suggested Books

1. Agnihotri, R. K. and A. L. Khanna (ed). 1994. Second Language Acquisition:

Socio-Cultural and Linguistic Aspects of English in India. Sage Publications,New Delhi.

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Grammar in Context. Cambridge University Press. Cambridge.

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English. Pearson Education Asia Private. Ltd. NOIDA

6.Sachdeva M.S, Modern Teaching of English, Tandon Publications, Ludhiana, 2013.

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Structure

9.9 Suggestions of Team Teaching

9.10 Advantages of team teaching

Unit-IX

Team Teaching

9.1 Team Teaching

In many higher education institutions, the usual pattern of teaching is still largely based on an individual lecturer bearing responsibility for students in a course module or unit, possibly supported by part-time staff tutors. At some levels of learning though, for example in postgraduate seminars, this model is replaced by a team-teaching approach which involves a number of lecturers (usually between two and five) and possibly non-teaching professional support staff as well. To carry out effective team teaching requires a re-orientation on the part of individual staff members and departmental administrators.

9.2 The Background of Team Teaching

Team teaching had its origin in America in the mid-l950's. Drawing strength from an alliance with several of the great universities and championed by bodies such as the National Association of Secondary School Principals and the National Education Association, by 1964, it but caught the imagination of some 1,500 teachers, whilst about 45,000 pupils were being instructed under team-teaching methods of English in team teaching.

It was suggested in the 1959 Report-Image of the Future- that three broad groupings of pupils might replace conventional classes end that each of these groupings could have specific roles to play in the work of a school. Forty percent of the scheduled time might be spent in large groups of about one hundred where the emphasis would he on pupil stimulation, motivation, enrichment, planning of activities, etc. Teachers, in this area, would be specialists and a wide range of audio-visual aids needed. Another forty percent of the time would be spent by pupils, in small groups of twelve to fifteen, the teacher acting as counsellor or consultant. Finally, 20 percent of the time available, would be spent on individual study or in groups of two or three. Here a variety of activities would be involved reading, research, experimentation, writing, listening to pre-recorded tapes, Viewing, photographic material and so on, under the guidance of a tutor. By 1965, the technique had become extremely sophisticated both in its organisation and presentation of material.

Team teaching reached England in the early 1960's and it fun took root in the schools rather than universities. Developments, both in the primary and secondary schools, favoured such an innovation. Teachers associated it with a more forward-looking approach and a desire to link school with the community and future work in a way not previously possible.

American team-teaching ventures gave further impetus to the implementation of team teaching in England. More schools took up the idea. Almost every school advanced along its own lines. In I964, the school council was formed. This council was given the responsibility of coordinating and promoting such venture. In England, team teaching was introduced largely to meet a need e.g., staffing problems had to be solved; facilities were inadequate; framework was needed for mixed ability groupings; the school learning age level was to be raised, etc., but the merits of team teaching, as an educational innovation, were not realised.

9.3 What is Team Teaching?

Team teaching has been defined differently by different writers. In the words." Awarding to Lloyd Trump and Dam Baynham, "Team teaching in an arrangement whereby more than two teachers, with or without teaching aids, cooperatively plan, instruct and evaluate one or more class groups, in an appropriate instructional space and given the length of time, so u to take advantage of the special competencies of the team members)" David W. Beggs says, "A teaching team is a systematic arrangement with a leader and ' assistants, and with an optimum rue of technology cooperatively instruct a group of students, varying the size of the student groups and procedures with the purpose of instruction, and spending staff time and energy in ways that will make the best use of their respective competencies." David Warwick defines team teaching as "a form of organisation in which individual teachers decide to pool mourns, interests and expertise in order to devise and implement a scheme of work suitable to the needs of their pupils and the facilities of their school." In team teaching a group of teachers, working together, plan, conduct, and evaluate the learning activities for the same group of students. In practice, team teaching has many different formats but in general it is a means of organizing staff into groups to enhance teaching. Teams

generally comprise staff members who may represent different areas of subject expertise but who share the same group of students and a common planning period to prepare for the teaching. To facilitate this process a common teaching space is desirable. However, to be effective team teaching requires much more than just a common meeting time and space.

9.4 Implementation steps in Team Teaching

Implementing a team teaching approach requires administrative encouragement, acceptance of an initial experimental quality, and willingness to take risks. Proof that team teaching works comes not only from the instructors' self-judgment, but from students' evaluations. Above all, team teaching cannot be accomplished by administrative fiat — but administrators need to encourage it.

9.4.1 Way to Team Teach

In its fullest sense, team teaching is where a group of lecturers works together to plan, conduct, and evaluate the learning activities of the same group of students. However, it would be a mistake to think that team teaching is always practised in the same way. Its format needs to be adapted to the requirements of the teaching situation. Some possible options are where:

• two or more teachers teach the same group at the same time;

• team members meet to share ideas and resources but generally function independently;

• teams of teachers share a common resource centre;

• a team shares a common group of students, shares planning for instruction but team members teach different sub-groups within the whole group;

• certain instructional activities may be planned for the whole team by one individual, for example planning and developing research seminars;

• planning is shared, but teachers each teach their own specialism or their own skills area to the whole group;

• teams plan and develop teaching resource materials for a large group of students but may or may not teach them in a classroom situation. An analysis of above definitions reveals the following characteristics of team teaching:

1. It is a form of instructional organisation.

2. A number of teachers join hands and decide to take action. It is not imposed upon them. The cooperating members fully understand it, they are enthusiastic about it and have to be prepared to give the time and energy to make it work.

3. Resources are pooled for the benefit of all concerned. These resources include factors such as specialisations in interests, knowledge, skills, experience. They also include more tangible factors such as periods on the time-table, departmental equipment and facilities and free time for meetings.

4. Team teaching centres on the needs of the pupils.

2.Concurrent themes: In this approach, two or more themes are in operation together with the same group of children. For instance, the mathematics department may decide to complement a geographical study of rainfall and temperature with one of its own ‘graphs'. In this way, courses will be run on independent. yet parallel lines, having continual cross reference and links with each other. Exchange of classes end the joint use of equipment and materials could be arranged, yet maintaining their independence of them.

3. The cumulative sequence: It is another way of organising the contributions of various departments to a team-teaching scheme. In this sequence, no theme is presented to the pupils at the outset, but the overall pattern is built up as the work proceeds. Programmes are linked consecutively, like beads on a necklace, but their relevance to other programmes in the sequence does not become apparent until the final phase of the scheme. This approach is more suitable for older or more academic pupils, but it can be adapted for use with younger children also.

4. The concentric pattern: In this approach, the starting point is something the student knows well. From this something, the syllabus radiates outwards and can be related at any point to daily life or corporate existence of the pupils concerned. Thus, the first programme may be simply called ‘Me’ and deal with such matters as the physical working of the body, hobbies, sports, pastimes, earning a living and spending the amount.

9.5 Principles in team teaching

1. The size and composition of the team should be appropriate to its purpose: For some purposes, it may be the most convenient and most effective to assemble two or more classes of pupils. For others, much smaller groupings are desirable. For some others, individual tutoring and private study are essential. For still others, mixed ability groupings may be preferred. It is very essential that the size and composition of the team is appropriate to the needs of the learning situation.

2.The time allotted to a group should also be appropriate to us objectives: A fairly flexible time-table is essential. All lessons should not be of the same length.

3.The learning-environment, too, must be appropriate to the activities of the group: The conventional classroom, laboratories, libraries, workshops, farms, halls and individual study corners are all needed and should be utilised.

4.The jobs assigned to teachers must be appropriate to their special qualifications and interests.

5.The level and style of instruction must be appropriate to teach learners in the group.

9.6 Procedure to Implement Team Teaching

Planning, conducting and evaluating team teaching are all important activities. Some of the most important aspects of planning which need to consider in advance of implementing teams are the concerns of staff; the selection of team members; and setting realistic goals for any teaching team in the first instance**.**

(i) Understanding Staff Concerns

Like a basic premise of team teaching is that its adoption is not something that happens at one point in time — it extends over time. As users go through the adoption process there will be changes in their concerns.

From a team perspective, the ultimate aim will be to have individual team members reach a stage where they accept joint responsibility for the basic instruction of a group of students. There will be concerns, however, the relevant literature suggests that one way of dealing with these concerns is to recognise that they seem to follow a time cycle. Early concerns usually appear to be procedural e.g., determining roles, setting agendas, keeping records, setting procedures for communicating with outside people, and scheduling teamwork, etc. Next to appear are student-related concerns such as meeting students' needs, planning to deal with individual students, etc. These are followed by concern among team members for their own professional growth and finally there is concern for the collective wellbeing of the team. This last level is reached when teams are seen as (i) a means of professional self-development, (ii) a forum at which ideas about instruction and coordinating curriculum can be shared, and (iii) when students are involved in decision making.

(ii) Selecting Team Members

The composition of any teaching team is a matter which must be considered carefully if that particular team is going to function effectively. While it is possible that teams can be arbitrarily formed it is far more fruitful if they come together in response to needs and interests. Thought needs to be given to selecting team members and defining team roles and these decisions need to be evaluated periodically. The following questions are indicative of the sorts of issues which should be considered**:**

Selection of Team Members

Team members should not be clones of each other. Because differences in subject expertise, interests, perspectives, back-grounds, and qualification levels, can contribute to the collective strength of a team and the growth of individual team members. Furthermore, the 'mix' of personalities and characteristics add to the experience students get from interacting with the team.

What is the role of the team leader?

Basically the team leader will be concerned with (i) internal functioning — setting agendas, keeping records, coordinating schedules ensuring the team 'stays on task' i.e. that it achieves what it sets out to achieve; and (ii) external functioning — communicating with department heads to ensure that the team is resourced, supported, and meeting departmental goals/expectations, etc.

Activity

Check your progress 1

Imagine that you are the team leader, what are the qualities would you prefer for your team from your team members?

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What is the role of team members?

Team members need to contribute to the team in ways other than simply turning up for classes and meetings. It is essential that all team members contribute to formulating and achieving team goals. To do this, each member must take responsibility for participating in team discussions and planning session and following through on decisions made by the team within the timeframes decided by the team. It is only in this way that a spirit of cooperation and collaboration can be maintained.

(iii) Setting Realistic Team Goals

Teams need to have a sense of direction. One finding from the relevant literature of particular interest relates to the time required to develop an effective level of team teaching. When teams are formed from teachers with no previous team experience, it seems to take about three years for them to develop the team-teaching process to an efficient and effective level. Hence in setting a timeline for teams to achieve realistic goals it is important to ask what will be the aims of team teaching during the first year or semester and what are the longer-term goals? The answers to such questions are important in determining priorities for the development of teams. It is unrealistic to expect that all goals and expectations will be met immediately. Rather it is better to consider what it is reasonable to undertake as teachers and to expect from students and at what stage?

9.7 The Team in Action

9.7.1 Planning for Teaching

Assume that it has been decided that team teaching will go ahead in your department and that you have agreed and been selected to be a member of a team. Assume also that the issues surrounding teams discussed earlier have been attended to and the team is now ready to begin work. Decisions facing yourself and your teaching partners now will focus undoubtedly on planning teaching/learning activities.

(ii) Assigning Roles and Responsibilities

Effective teams are systematic in their division of labour, not forgetting that roles may be rotated on a regular basis. In allocating roles, strengths and weaknesses of individual team members need to be taken into account. A brief questionnaire gathering an idea of these strengths and weaknesses might be a good idea before a draft list of responsibilities for the team is discussed.

(iii) Catering for Students

While team teachers and their students are usually happy with the community spirit that teams can provide, teamwork also has a considerable effect on classroom management. For example, by planning together, team teachers can clarify teaching policies and behavioural expectations that are applied to students. Difficult management situations can be analysed and resolved together resulting in richer discussions and sounder solutions. Teams of teachers can think of ways of improving student motivation, a sense of responsibility, and overall student performance.

(iv) Conducting Meetings

Team teaching is group work and as such teams need to develop as functioning groups. In dealing with other team member's teamwork is seldom without conflict — professional or personal points of view may clash. Blending differences constructively is a challenge to all team members. To do this it is important to acknowledge team members' strengths, interests, personal and professional goals both in assigning responsibilities and in the conduct of meetings.

Activity

check your progress 2

While conducting a team teaching meeting, how would you handle when the discussion gets into a clash of opinions?

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Running meetings

For a team to function effectively the team meetings need to run well. They need to clarify expectations for how the team will operate, i.e. clarify management issues and set ground rules for meetings such as:

•how will items get on the agenda?

•what should be recorded in the minutes?

•who will do the recording?

•how will decisions be reached?

•how should communication with other teams and members of the department be managed?

•how will a team calendar/schedule be compiled?

9.8 Making decisions

9.8.1 Evaluating Progress

The main problem encountered in meetings which prevent decisions from being made effectively and efficiently is the difficulty of keeping all team members on task. The team leader needs to ensure that:

• problems are defined clearly;

• there is time for brainstorming alternatives for action;

• each alternative is subject to critique

• a plan of action is selected, implemented and subsequently evaluated

In a small team, a formal evaluation of progress often seems inappropriate. However, all teams need to set aside some time to evaluate their progress in terms of both teaching the module and with their own development as an effective team. An outside facilitator could be called in to manage this where appropriate. Some questions which might be asked in the context of such an evaluation are:

• are the goals set for the team's work realistic?

• have the goals been achieved? to what extent?

• do all team members participate equally in team decisions?

• have decisions been carried out?

• are responsibilities shared among team members?

• do students benefit from the team's work?

• what areas need more attention?

(vi) Maintaining Continuity From Year to Year

In order to ensure the continuity of the module/course when it is presented a second and subsequent times the team needs to maintain clear documentation of the course including:

- the course outline or syllabus;
- weekly timetables;
- teachers' notes for each unit;
- students' notes;
- teaching materials/written bulletins;
- copies of tests and examinations;
- final course evaluations;
- student evaluations.

Carefully maintaining these course documents will ease the task of the course leaders, facilitate the induction of new teachers into the team, and simplify the task of revising the course/module in a rational manner.

Check your Progress 3

Is continuous documentation and evaluation are needed to analyse the team teaching as a whole? if yes, explain.

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9.9 Suggestions of Team Teaching

In view of the additional complexity which team teaching initiatives introduced into departmental organisation and in view of the time needed for staff to adapt to the new structures, it is relevant to ask what benefits accrue from team teaching. How, for instance, does team teaching benefit lecturers, part-time tutors, students, and departments as a whole?

- For Lecturers, who so often work alone, team teaching provides a supportive environment that overcomes the isolation of working in self-contained or departmentalized class-rooms. Being exposed to the subject expertise of colleagues, to open critique, to different styles of planning and organisation, as well as methods of class presentation, teachers can develop their approaches to teaching and acquire a greater depth of understanding of the subject matter of the unit or module.
- Part-time staff can be drawn more closely into the department as members of teams than is usually the case, with a resulting increase in integration of course objectives and approaches to teaching.
- Team teaching can lead to better student performance in terms of greater independence and assuming responsibility for learning. Exposure to views and skills of more than one teacher can develop a more mature understanding of knowledge often being problematic rather than right or wrong. Learning can become more active and involved. Students could eventually make an input into team planning.
- Team teaching aids the professional and interpersonal dynamics of departments leading to closer integration of staff.
- "Team Teaching: An Alternative to Lecture Fatigue"
- Team teaching is an approach which involves true teamwork between two qualified instructors who, together, make presentations to an audience. The instructional advantages of team teaching include:
- (1) Lecture-style instruction is eliminated in favour of a dynamic interplay of two minds and personalities - Lectures require students to act as passive receptors of communicated information, but team teaching involves the student in the physical and mental stimulation created by viewing two individuals at work. . . .

- (2) Teaching staff act as role models for discussion and disagreement - Teaching staff members demonstrate modes of behaving in a disagreement as well as exposing students to the course content.
- (3) Team teaching makes effective use of existing human resources - Acquisition of additional expensive resources or equipment is not required to implement this method: only reorganization is required to put the team into operation.
- (4) Team teaching has the potential for revitalizing instructional capabilities through a process of dialogue - Team teaching begins with the recognition that the instructor/student link is critical and offers an approach that has been shown to stimulate and provoke, while expanding and enriching student understanding.
- (5) Interest in traditional courses can be stimulated as students share the enthusiasm and intellectual discourse that the lecturers communicate - Team teaching is not boring. Students are drawn into the situation from the first moment.
- (6) The effective use of facilities is possible - The impersonal nature of large lecture halls can be brought to life by an interactive and dynamic situation.
- (7) Team teaching provides opportunities for interaction with the audience.

9.10 Advantages of team teaching

1.Ensures economical use of resources: Ours is an age of large secondary schools, a number of sections in a single class, a number of teachers teaching a single subject. It means subjects are taught to different sections, at different times by different teachers. If audio-visual material is used, it will tend to be used in the most uneconomic fashion, the same equipment being used a number of times. This is wastage of equipment and materials such as film projector, bulbs, electricity, blackout rooms and above all, an important factor-teacher energy. When students are organised in teams consisting of 100 or 200 students, economic use of material and an efficient use of manpower is ensured.

2. Ensures interested and enthusiastic teaching: While planning, the teachers consider their own skills and divide the classroom teaching accordingly. Some attempt can be made to give the ‘feel’ of a period in history, evoke the physical sensation of a geographical location, awaken sympathy with a character in fiction or get spiritual concepts across. Similarly, one teacher may be good at presenting ideas, while another is best at teaching slow learners or is able to diagnose a learner‘s needs. Another does well in correcting written expression. Through observing one another and planning together, team teachers deepen their sensitivity of the complexities of teaching and learning. Thus, students can get the best of their teachers and teachers can give the best of themselves to the students.

3. Deploy teachers to method and area of their expertise: Teachers can concentrate on those trees for which they have expressed preference or have specialised knowledge. Their time and energies can thus be used far more economically and effectively.

4. Makes teaching experience- centred: Team teaching ensure complete afternoons being given to realistic field-work of all kinds; the availability of more than two members of staff Involved in one project; a breaking away from the conventional form of classroom divisions; and blocking of the school time- table to give the facilities and space required. Team teaching seeks to cast off the concept of the teacher as the '2-4-7 man' someone more at home within the two covers of a text-book, the four walls of a classroom, and the seven periods of a school day. It cuts across academic boundaries and makes work experience-centred.

5. Provides a framework within which subject integration is possible. Team teaching places the needs of children above the needs of the subjects.

6. Makes teaching Pupil- Centered: Pupil's needs and reactions decide the direction and scope of the syllabus. It provides a good 'bridge' between the closely built primary school community and the more impersonal world of secondary school. It continues the much-needed primary school emphasis upon activity work and discovery methods. Lessons can be 'tailored' to fit the needs of the pupils.

7. Provides Opportunities for staff cooperation: Team teaching allows a glimpse to teachers of their colleagues at work. It gives an opportunity to compare methods and approaches. Unknown and unsuspected talents, interests and experiences are revealed. Teachers come to know that Mrs Malhotra has a special knack of screening films, Mr Harbans Singh has specialised on religion. Mr Bansal has visited America and am tell a lot about the Americans, their customs, manners, etc. Such skills abound in any school. When teachers work in isolation, these remain unutilised. Team teaching helps break this isolation and prepares the ground for an effective use of talents for the benefit of all concerned.

8. Takes students out of the classroom into the real world: It narrows down the gap that has so far been separating schools from actual life. As Warwick points out, 'Traditionally our schools have held themselves aloof from society at large. A part of the neighbourhood, yet essentially apart from it, they have been regarded, both from within and without, a case of culture in a wilderness of ignorance and anarchy."

9. Help in smooth sailing from the elementary level to the high school level and then to the college level: There is the utmost understanding among students and teachers, which fosters mutual trust and cooperation, and creates the most suitable atmosphere for learning and teaching.

Team teaching provides experimental framework in which all or most of the current reforms can be incorporated and integrated. It has vast potentials for our country.

Answers to check your Progress

1. As a team leader I would prefer my team members to be innovative in their thinking and ideas and excellent in communication skills along with creativity.

2. At the time of clashes during the team teaching meets, first you need to understand the root cause of the chaos that lead to a clash, if it is identified you need to be diplomatic and polite and cut the fight right off.
3. Yes, Continuous documentation and evaluation is needed to analyse the team teaching as a whole, because for the purpose of analysing we need the entire history of the documentation. Hence, continuous documentation and evaluation is mandatory for analysing.

Summary

Team teaching is one of the innovations in instructional organisation to ensure optimum use of resources, interests and expertise. Various patterns of overall planning can be used-David Warwick suggests four approaches-Thematic approach, Concurrent themes, Cumulative sequence, Concentric pattern. Team teaching ensures economical use of resources, interested and enthusiastic teaching, deployment of teachers to areas and methods in which they feel most at home; makes teaching experience-centred; provides a framework within which subject integration is possible; provides opportunities for staff co-operation. Team teaching has vast potentials for our country.

Keywords

Team teaching - a team of teachers/instructors helping students to learn.

Demonstration - the act of showing or explaining.

Evaluation - the assessment or valuation based on performance.

Cooperation - the act of working together for a person or organisation.

Student selection - it is the process of selecting students for teamwork or team presentation.

Content - subject matter that which is contained in writing or speech.

Analysis - the study of a thing or a concept with an in depth research.

Traditional approach - a methodology that follows the ancient concepts in teaching.

Experimentation - a set of actions and observations, performed to verify anything.

Team goals - the objectives for the performance of a team.

Cumulative - a progressive growth.

Short Questions

1. What is team teaching?
2. Discuss the need of team teaching.
3. What are the different methods of organising the teams?
4. How team teaching is different from that of traditional teaching?
5. Does team teaching has a clash of ideas? Elucidate.

Essay type Question

1. Elucidate Team Teaching as an alternative to Traditional Teaching.

2.Does our current educational system provides the space to implement Team Teaching? Explain.

3.What are the merits and demerits of Team Teaching?

Suggested Books:

1.Boggs, David W. (ed.), Team Teaching: David Warwick, Team Teaching, University of London Press. p. 14.

2.Bold New Venture, Unified College Press, 1914.

3.David W. Baas (ed.). Team Teaching: Bold New Venture. United. College Inn. 1964. p. 76.

4. S K Kochhar, Methods and Techniques of Teaching, Sterling Publishers, New Delhi.2011. p.239

5. Shaplin Judson, T. and, Olds, Henry, F., Team Teaching, NewYork: Harper and Row, 1964.

6.Richmond, W. Kenneth, The Teaching Revolution, London, Mathuen and Co. Ltd. 1967.

7. J.T. Shaplin and HF. Olds. Team Teaching, Harper and Row, 1964. p.

8. J. Lloyd Trump and Darsey Baynham. Guide to Better Schools: Focus and Change. Rand McNally. 1963, p. 85.

9. Warwick, David, Team Teaching, London, University of London Press Ltd., 1971.

Structure

10.0Lesson Planning

10.1.MEANING OF LESSON PLANNING

10.1.1.**DEFINITION OF LESSON PLANNING**

10.1.2.NATURE OF LESSON PLANNING

APPROACHES TO LESSON PLANNING

HERBARTIAN APPROACH

HOW TO START A LESSON

EVALUATION OF HERBARTIAN STEPS

MERITS

UNIT-X

10.0. Lesson Planning

Planning helps in the successful completion of any human activity. careful advance planning of any enterprise leads to its ultimate success and benefit to the person or persons concerned. Teaching is one such important activity where detailed thinking and planning will yield handsome rewards in the form of effective learning by students. Language being a skill subject needs careful handling, as it is different from content subjects. The teacher should be familiar with me syllabus in English, which is laid out in the form of Structures and Vocabulary items. Added to these are the Teachers' Handbooks and Pupils' Workbooks which are meant to help them teach and learn. English efficiently.

Planning involves, firstly, the allocation of the prescribed lessons on Units, Term wise, Month wise and week wise, spread out evenly over the whole year. The number of working days (teaching days) will have to be kept in view in any subject planning.

Secondly, lesson planning every day serves to clarify the ideas of the teacher on what to teach (the syllabus and the Units) and how to teach it. The claims of Vocabulary and Structure for detailed treatment need to

be borne in mind, while planning the lesson. Also the relative importance of the tour language skills of listening, speaking, reading and writing has to be considered and specific time allotted for them in the teaching time available. Generally one or two of these skills oral work, reading or writing tend to get more attention, to the neglect of the other skills. Listening skill usually gets neglected. A careful lesson plan balances the claims of all these skills.

10.1.MEANING OF LESSON PLANNING

Planning is essential not only in teaching but in all spheres of human activity. Probably, there is no type of work where the results of poor planning are so devastating as in teaching. R.L. Stevenson said, "To every teacher I would say, 'Always plan out your lesson before-hand but do not be slave to it'." Bagley has put it thus "However, able and experienced the teacher, he could do never without his preliminary preparation." I.K Davis is perfectly right when he says, "Lesson must be prepared for there is nothing so fatal to a teacher's progress as unpreparedness." To be effective, every intelligent worker plans out his work. A surgeon diagnoses the case, prepares his surgical instruments before he puts the patient on the operation table; a lawyer makes attempts to anticipate and prepare for every move in the court, an engineer prepares his blue print before he actually starts the construction work of a bridge or a building; the house mistress plans the details of the daily meals; the sales manager gives careful attention to every step in a proposed selling campaign. So must a teacher plan and prepare his work.

A lesson plan indicates the aims to be realised by teaching a lesson, the methods to be employed and the activities to be undertaken in the class so that it is kept engaged for the realisation of the aim. A lesson plan is actually a plan of action. It includes:

(i) Working philosophy of the teacher.

(ii) Information and understanding of his pupils.

(iii) Comprehension of the objectives of education.

(iv) Knowledge of the material to be taught.

(v) Ability to use effective methods of education.

10.1.2. **DEFINITION OF LESSON PLANNING**

Following definitions indicate the broad meaning of a lesson plan:

Bining and Bining: Daily' lesson planning involves defining the objectives, selecting and arranging the subject matter and determining the method and procedure.

Lester B. Stands: A lesson plan is actually a plan of action. It, therefore, includes the working philosophy of the teacher, his knowledge of philosophy, his information about and understanding of his pupils, his

comprehension of the objective of education, his knowledge of the material to be taught, and his ability to utilize effective methods.

N.L. Bossing: Lesson plan is the title given to a statement of the achievements to be realized and the specific means by which these are to be attained as a result of the activities engaged in day-by-day under the guidance of the teacher." This definition tends to focus the teacher's attention upon

Check your Progress Question

1. Define the lesson Plan?

10.1.3.NATURE OF LESSON PLANNING

According to Bossing, "Lesson planning is essentially an experience in anticipatory teaching. It is living through in advance, mentally and emotionally, the classroom experience as the teacher visualizes it. The eager faces, the questions that will arise, the difficulties the pupils will encounter, the way these difficulties are to be met all these the teacher will experience in imagination. This is the first essential of good planning. It is here that the teacher can bring into play the subtle power of well-developed imagination. The more vivid, the better, so long as it is fully tinged with realism." The teacher must possess the following four qualities to plan effectively.

10.2.APPROACHES TO LESSON PLANNING

Following are the main approaches to lesson planning:

1. The Herbartian Approach or Five Steps Approach.

2. Gloverian Approach.

3. The Evaluation Approach.

4. Unit Approach or Morrisonian Approach.

5. Project Approach.

6. RCEM Approach.

10.2.1.**HERBARTIAN APPROACH**

J.F. Herbart (1776-1841) and his followers developed the Five Steps Approach to lesson planning. To a great extent these steps are being followed with some modifications even today. Herbart propounded four steps: (1) Clearness, (2) Association, (3) System, (4) Method.

These names were changed by his disciples as given below:

Clearness to Preparation

Association to Presentation

System to Abstract (Comparison and generalisation)

Method to Application

These were further modified as:

1. Preparation.

2. Presentation.

3. Association and Comparison.

4. Generalisation.

5. Application.

Preparation. This step is concerned with the preparation of the mind of the students so that they may receive new knowledge. This is very essential both for the teacher as well the children. 'The teacher must know what the children have already learnt and assimilated. He must have an accurate idea of what the children already know. The children must be made to realize what they do not know so that they may have a desire to know more. Preparation is just like 'preparing 'the ground before sowing the seed in it'. Nothing is to be imparted in vacuum. The 'Apperceptive masses' must be brought to the forefront. J. Welton writes, "Let the teacher then--as briefly and concisely as possible, pick up the thread of knowledge and get the pupils into the line of thought which leads from their present requirements to the new end. The better the teacher knows his class, the more accurately and quickly can he do this. This starting point must be known before the planning of the lesson can be profitably begun. It is this determination of the starting-point, this power of putting oneself in the mental place and attitude of the pupils, that marks off the true artist in teaching from the mere mechanical grinder of facts and formulae. To know where the pupils are and, where they should try to be are the two essentials of good teaching." This step of preparation is also known as introduction.

Preparation means preparation on the part of the teacher as well as on the part of the students. In preparation the 'will to learn' is aroused to some extent, whereas in motivation, it is reinforced to a high degree.

MAIN FEATURES OF PREPARATION?

1. It should contain no new knowledge.

2. It should stimulate curiosity.

3. It should be as brief as possible.

4. Much time should not be devoted to this step.

HOW TO START A LESSON

(a) We may start our lesson with the help of two or three interesting questions.

(b) We may start with the help of some aids, i.e., pictures, charts or models.

(c) We may put some questions on the subject-matter previously taught.

(d) We may start with the help of a situation. For examples in some topics we may take the situation of a co-operative store for profit and loss.

(6) We may start with the help of a relevant story.

_ Statement of the Aim.

Announcement of the statement of the aim of the lesson in a clear, concise and specific form is very essential. It is necessary both for the teacher and pupils to know the general and specific aims of the lesson.The teacher will take the aid of various devices, e.g., questions, illustrations, explanations, exposition, demonstration and sensory aids etc. Information and knowledge may be given, explained, revealed or suggested.

The teacher should bear in mind the following principles in the presentation stage:

(i**) Principle of Selection and Division**. The material to be presented should be wisely and judiciously selected. It should be divided into different sections. The teacher should also decide as to how much he is to tell and how much the pupils are to find out for themselves.

(ii) **Principle of Successive Sequence**. The different sections should be well connected and should maintain a proper sequence. The teacher should ensure that the succeeding as well as the preceding knowledge is clear to the students.

(**iii) Principle of Absorption and Integration.** In the end separation of parts must be followed by the combination for the understanding of the whole.

Sometimes the word development is used in place of presentation as the term presentation smells of passivity. The term development of the lesson indicates the facts that there is pupil-teacher activity.

Association and Comparison. This step is related to the task of strengthening the acquisition of new material. New knowledge is to be presented to the children in such a way as it becomes associated with their previous knowledge or facts. The students are presented with new knowledge and are asked to observe it very carefully and to compare it with another set of facts and knowledge they already know. This helps them to associate it with the old and thus to turn it into something new.

Generalisation. This step is concerned with the systematising of the knowledge learnt. Comparison and contrast lead to generalisation. In the inductive type of lessons like mathematics, science of grammar, the students are often required to establish some generalisations, rules or formulae. As far as possible, the teacher should see that the students draw out the conclusion themselves. If the generalisation is not the product of the student's own thinking, reflection or experience, it is of little value to them. The teacher should remain in the background. In the word of Ryburn, "It is bad teaching to give children ready-made general conclusions, concepts as we call them in psychology, which are not founded on experiences of the child himself, on his own precepts... The child, with 'the teacher's help and guidance must be led to make his generalisations for himself."

Application. Knowledge is power only when it is used and tested. T. Raymont writes, "The mere acquisition of rules, precepts, principles, definitions and laws makes directly for pedantry rather than for healthy mental development." The fundamental law of psychology regarding learning is that the consolidation of knowledge takes place only when the knowledge learnt is applied to similar situations. Knowledge when it is put to use and verified becomes clear and a part and parcel of the mental make-up. The application also serves the purpose of revision and recapitulation of the principles learnt. There is a difference between application and recapitulation. Recapitulation merely denotes revision or repetition of the knowledge learnt in the lesson whereas application requires a good deal of mental activity to think and apply the principles learnt to new situations.

FORMS OF APPLICATION

1. Solving problems.

2. Drawing of maps, charts or models.

3. Writing of an essay.

4. Doing some practical work.

5. Setting of New Type Tests.

EVALUATION OF HERBARTIAN STEPS

MERITS

- It assists in making teaching systematic. The teacher proceeds on well thought out and definite lines.
- It helps in avoiding unnecessary repetition in teaching.
- It is useful in achieving the cognitive objective of teaching.
- It makes use of the previous knowledge of the Students for imparting new knowledge.
- It employs the deductive and inductive methods of teaching.
- It provides a useful frame work, confidence and sef-reliance by following these steps and thus make teaching effective.

LIMITATIONS

- ✓ The scheme being very much intellectual in character is suite to knowledge lessons only. The scheme is not so useful in the cage of skill and appreciation lessons.
- ✓ There is more stress on teaching rather than learning.
- ✓ The term preparation has been used in a vague manner, Preparation may be concerned with both teachers as well as learners.
- ✓ Generalisation is not so simple a process as is envisaged by Herbart. It is not possible to have this step in many cases.
- ✓ The plan is rigid, stereotyped and mechanical in nature. This scheme does not provide for much thinking on the part of the students.
- ✓ The term presentation has also been criticized as it speaks of inactivity on the part of the pupils.
- ✓ Herbart was wrong to think that association was a distinct phase of the learning process. The fact is that this process of association and comparison is present from the very start of presentation.

Check Your Progress Question

2. What are steps used in the herbartian approach?

GLOVERIAN APPROACH

A.H.T. Glover, in his book New Teaching for a New Age criticised Herbartian steps on the ground that they are stereotyped, give less scope for pupil activity and fail to motivate students. If at all suitable, the Herbartian pattern is suitable in the case of ‘academic subjects’ and the ‘verbal child’.

Glover’s scheme is based on four points:

(a) Questioning,

(b) Discussion,

(c) Investigation,

(d) Pupil-activity.

(a) **Questioning**. By a conscious process of good questioning, an intelligent teacher can lead his pupil through unfamiliar regions to a desired destination. The teacher should ask questions at different Stages of the lesson. He should also encourage students to ask questions.

(b) **Discussion**. The next step is discussion. For this purpose it is better to divide the class into groups. The discussion should be directed in such a way as students are encouraged to express their ideas freely. Discussion should help the students to remove their difficulties.

(c) **Investigation**. Investigation may be individual or group investigation. The students are required to investigate on the topic selected.

(d) **Expression**. This will be the last step. This should be in the form of practical activities. Glover classifies these as:

I) Passive Here emphasis is on observing and listening.

ii) Active. Activities may take the form of handwork craft work gardening, drawing etc.

(iii) Artistic or Recreative. This includes activities like dancing music and acting. ,

(iv) Organisational. This aspect may be present in the above activities.

HORRISON' S APPROACH OR UNIT APPROACH

Approach is associated with the name of Professor H.C Morrison (1871-1945) of the University of Chicago. Morrison has explained the Unit Method in detail in his book The Practice of Teaching in Secondary Schools (1926). The unit method is very popular and frequently used in the USA. The unit approach is based on the growing acceptance of the Gestalt Organismic-Field Theories of learning which emphasise the 'wholeness' nature of learning. This approach is contrary to the older atomistic conception of learning according to which learning was a matter of adding one small item of knowledge to another bit by bit. The new approach is based upon the assumption that effective learning takes place in an environment in which the goals are clearly perceived and every phase of the operational procedure is viewed as a relational part of the total learning situation. The underlying assumption is that the learner reacts to the situation as a whole and not to parts in isolation.

A unit may be defined "as a means of organising materials for instructional purposes which utilises significant subject matter content, involves pupils in learning activities through active participation intellectually , and physically and ' modifies the pupil's behaviour to the extent that he is able to cope with new problems and situations more competently."

MAJOR STEPS OF UNIT APPROACH

A good teaching unit has nine elements but the sequence of those elements is not fixed. Following sequence is generally followed:

1. **Overview**. This implies the consideration of the needs of the students while formulating the objectives of teaching unit.

2. **Inventory or background or exploration**. This element is concerned with exploring the entering behaviour of the students. The teacher is required to establish the behaviour repertoire by linking the new knowledge with the previous knowledge of the students.

3. **Presentation**. This element is concerned with providing new experiences to the learners. It includes an analysis and presentation of the elements of teaching units in a logical sequence so that, they are helpful to

the students with a view to encourage students participation in teaching, question-answer strategy is employed.

4. **Motivation.** This element of the teaching unit is concerned with the creation of motivational situations to facilitate learning.

5. **Summarization**. This element of the unit is concerned with providing a summary of the unit.

6. **Drill.** This element provides an opportunity to the students for drill or practice which enables them to retain longer what is learnt.

7. **Review**. This implies giving the salient features of the unit orally.

8. **Organisation**. This element involves giving assignments to the students to organise their learning experiences of their own.

9. **Evaluation**. This element of the teaching unit consists of ascertaining how far the teacher has been successful in achieving the objectives of the lesson, i.e., to what extent students have grasped, the content and developed meaningful behaviour.

MERITS OF THE UNIT APPROACH

- It is based on Gestalt Psychology which emphasises the 'Wholeness' nature of learning.
- Since the subject matter is divided into small units, it leads to easy comprehension.
- In the unit approach, learning does not remain just 'memorisation'. It develops understanding.
- On account of the delimitation of the learning contents and specification of the unit objectives, teaching and learning becomes more objective.
- Division of the learning material into small units and subunits makes the task of teaching-learning easy, interesting and Simple.
- All the steps in the unit approach are directed to achieve the desired mastery.
- This approach encourages the habit of independent and self study among the students.
- By providing adequate opportunities to the students to remain active, this approach leads to healthy interaction between the students and teachers.
- Learning process becomes organised, systematic and Sequenced.

LIMITATION OF UNIT APPROACH

- Unit approach is time consuming.
- This approach is more suitable in the case of intelligent students.
- This approach puts heavy demands upon teachers.
- The present day syllabus is very heavy and with this approach it is very difficult to complete the entire syllabus in time.

EVALUATION APPROACH TO LESSON PLANNING

B.S. Bloom of the USA. is the originator of this approach. According to this approach, teaching activities must be objective centred. Bloom considers education as a tripolar process, educational objective learning experiences and change of behaviour‘ This approach is ‘objective-centred’ rather than ‘content-centred’. It is diagrammatically represented as under:

EDUCATIONAL OBJECTIVES

Evaluation approach to lesson planning

1. Education is an objective based process.

2. Teaching activities are objective centred.

3. Evaluation includes all activities of teaching and not only Student’s performance.

4. It is not confined to the academic achievement of the student but covers the total behavioural changes.

5. Evaluation approach takes into consideration the learning objectives, methods and devices of providing learning experiences.

6. Student’s performances are evaluated and measured in terms of learning objectives and not achievement of the content. It may cover cognitive, affective and psychomotor learning outcomes.

Steps in Lesson Planning: This approach involves the following points:

1. Formulation of objectives in behavioural terms. (Discussed separately)

2. Providing learning experiences. It includes teacher’s activities, pupils’ activities and teaching aids.

3. Evaluating the learning outcomes. It is concerned with the evaluation devices or techniques used in finding out the extent to which stipulated objectives have been realised.

MERITS OF BLOOM’S APPROACH

1. It provides for specific objectives in behavioural terms.

2. It mentions separately the activities of the teachers and the students.

3. It appropriately presents the contents or learning experiences through the teaching points.

4. The specific aid material, methods and strategies used for the realization of the pre-determined objectives are properly mentioned.

5. It lays due stress on the evaluation of the desired behavioural Changes.

6. It is based on sound psychological principles and theories of teaching and learning.

LIMITATIONS OF BLOOM’S APPROACH

The task of integration among behavioural objectives, learning experiences and evaluation devices puts heavy demands on teachers and the students.

This approach does not take into account the mental processes or mental abilities for writing out the educational objectives.

This is a highly structured approach and dominated by the role 0f the teacher in the teaching learning process.

This approach makes the task of lesson planning quite rigid and mechanical.

PROJECT APPROACH TO LESSON PLANNING

This approach developed by W.H. Kilpatrick and John Dewey stresses self-activity, social activities and real life activities. (Discussed separately)

RCEM APPROACH

This approach to lesson planning has been developed at the Regional Collage of Education, Mysore and accordingly it is known as RCEM Approach. This approach makes use of the concept of systems approach to education. The three main steps involved in this approach are: Input, Process and Output. The three aspects are as under:

Expected Behaviour Outcomes-EBOS

Communication Strategy-CS

Real Learning Outcomes-RLOS

Input step is concerned with the identification and specification of the educational objectives. It also includes the identification of the entering behaviour of the students. The objectives are written in behavioural terms. Input step resembles the ‘introduction' step. Process resembles the ‘presentation’ step of Herbartian approach. It represents the interaction process of the classroom. It includes activities of the teachers as well students and teaching strategies.

Output is concerned with the evaluation phase of the lesson.

MERITS OF RCEM APPROACH

1. It is more suitable to Indian schools as it has been developed in this country.

2. Objectives are stated in terms of measurable abilities and mental processes.

3. Teaching-learning situations, strategies, aids and materials are properly stated.

4. Evaluation aspect is properly taken care of.

LIMITATIONS OF RCEM APPROACH

1. It is very tedious to write lesson plan of this type.

2. It is time consuming.

3Very little literature is available on this approach.

ECLECTIC APPROACH TO LESSON PLANNING

Herbartian approach is limited to the realization of the cognitive objective and is hardly feasible in skill and appreciation lesson. Evaluation approach has a wider scope. Both approaches are highly structured. and teacher-dominated,

Evaluation approach is based upon sound psychological principles of learning. Herbartian approach does not provide for the specification of teaching or learning objectives in behavioural terms. The evaluation approach provides for the proper statement of educational objectives in behavioural terms. Herbartian approach is the pioneer approach which showed directions to the future educators. Herbartian approach is simple and can be easily followed. Evaluation approach needs more expertise on the part of the teachers.

We should try to pick-up all the good points of every approach and apply which suit our classroom environment. We need a happy blending of all these approaches. The crucial point is that we should follow an approach which makes our students active participants in the teaching-learning process and makes it meaningful and effective.

Check your Progress Questions:

3. Discuss the eclectic approach?
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---Prose Lesson :

General Aims : To teach communicative English, the four language skills of listening, speaking, reading and writing.(LSRW)

Specific Aims : To teach the teaching items (Structure and Vocabulary. included in the lesson. and provide adequate practice in their use.

The format of the lesson plan has some vertical and horizontal columns in it. The following steps and procedure are written down in the vertical columns

1. Introductory activities

2. Language work (Presentation, Practice & Production)

3. Vocabulary Work.

Content : Statement of Topic, Model Reading, Silent Reading, Comprehension Questions, Reading.

Objectives, Specifications, Teacher activity, Pupil activity, Blackboard work, and the use of aids these are written in the horizontal column. Suitable and appropriate statements are written under each horizontal column against the corresponding items of the vertical column.

Under Introductory Activities the first step in the vertical columns is motivation. The teacher draws the attention of the pupils to the lesson on hand, by suitable narration or leading questions. Teacher may greet the students and ask a few questions about the last lesson etc. Thus rapport is established with the students.

In the AP. Readers, some listening passages are included. The teacher reads the passage aloud and the students listen with their books closed. Then he asks them a few questions to test if they have listened properly. They are thus exposed to good English from the beginning.

The next step is language work.

The teaching item (may be a Structure or a Vocabulary item) is first presented orally by the teacher. This is done through suitable situations or contexts, meaningful to the students. They listen and

understand the meaning of the Structure or Vocabulary. Then they practise the use of the item, under the guidance of the teacher, who provides hints or clues to enable them to use it in their own sentences. The item is also drilled thoroughly. They then produce their own Sentences with or without the help of the teacher. Thus the communicative value of the language item is realised, in the course of teaching.

In teaching new Vocabulary items the same procedure as detailed above is followed. All new words are grouped as Active Vocabulary and Passive Vocabulary. The Active Vocabulary is taught for productive purposes (for communicative purposes i.e. to speak and write. The words are practised in different contexts. The students should be trained to use these words in their own sentences. The pronunciation of the words should be taught carefully. Passive Vocabulary is for purposes of recognition only, i.e. for understanding. The meanings of such words are just suggested through pictures or self-explanatory sentences.

The next stage in the lesson is teaching the content. With suitable narration and questions, the teacher introduces them to the subject matter of the lesson. The topic is then announced and written on the Blackboard.

Later the teacher reads the lesson aloud. Reading aloud as we said earlier is useful in the beginners classes. The teacher takes care to pronounce the words correctly and reads meaningful word groups together with proper stress. If it is a Dialogue, intonation also plays a part in reading aloud.

Then there is silent reading of the lesson. As outlined earlier the purpose of silent reading at school and in later life. is to develop speed of reading with comprehension. The teacher should train the student to read silently, without lip movements and regression (going back). A few Comprehension Questions are asked to test their understanding of the text. Pupils are then made to read the passage aloud, taking cafe about pronunciation and proper pauses.

The last step is evaluation. This is done in the form of recapitulation and assignments. Within the short time available in a teaching period. only a part of the achievement is judge through suitable questions on

content and vocabulary. Since listening and speaking cannot be judged accurately in the short time, reading comprehension is tested. in the recapitulation stage also. The second part of evaluation is assignment. Writing skill is tested through a few exercises given as homework, which helps us to test the objective and becomes an important part of the lesson‘

Poetry Lesson

which deals in detail with the teaching of Poetry may be referred once again for background knowledge about Poetry, its nature and importance. The general methodology in teaching Poetry has also been outlined there.

However we will consider what should go into a Lesson Plan for teaching Poetry. Poetry differs from Prose in many respects and you will see these differences as you notice the steps in teaching it.

A lesson plan for Poetry, as for Prose, has both vertical and horizontal columns. The horizontal columns are -Steps / Teaching Points / Objectives & Specifications / Teacher Activity /Pupil Black Teaching Points & Special activity board work.

Introductory Activities : A brief and pointed Introduction to the Poem without too many details is given by the teacher.

A good introduction is like an big meal, the meal here being the great impact the poem is going to create on the pupils. It establishes rapport and sets the mood of the pupils.

Declaration of the Topic : A good introduction should lead to the Topic of the Poem naturally. And it is written on the Blackboard. Their expectations are roused and they are ready to listen to the Poem.

Presentation : Some teachers would prefer to read the poem aloud at this stage, but seeing the standard of children it is better that the meanings of difficult words are clarified soon after the first reading. The meanings are given with the help of contextualised sentences. Some poets pack a lot of meaning into words; there are layers of meaning in fact. It is enough if one clear meaning is given at first and the pupils allowed to discover further meanings gradually. They need not be asked to use these words in sentences of their own as in the case of Prose. A Poet uses words not only for their meaning, but for the rhyme, rhythm, alliteration etc. These are conveyed by effective reading aloud of the poem.

The teacher then reads the poem aloud. He may use a Tape If available. The children may close their books and listen in order to get the impact of sound and sense.Then the teacher reads it again; this time the children may keep their books open and follow the teacher’s model reading closely.

Then there is silent reading by the pupils. They will understand and appreciate the poem if they read it for themselves. Silent reading will be the basis for their reading aloud later. As they read silently the teacher goes round the class and offers help where necessary.

Silent reading is followed by Comprehension Questions. A few global questions on the total meaning of the poem and a few local questions on individual lines are asked by the teacher. Thus their comprehension is tested thoroughly.

Later their appreciation of the Poem is tested by a few intelligent questions, like "which words show you that the Poet is happy at the sight of the rainbow"?

What is meant by ‘So was it 'when my life began.

‘The child is father of the man?’ etc.

The rhyme and rhythm and the music of the poem are brought out, so that they really appreciate the poem. Then the pupils are asked to read the poem aloud, first individually, then in small groups, and then the whole class it it is a very musical poem. By reciting the poem they enjoy the music fully, in addition to the ideas. Appreciation is an important stage in a poem.

The last stage is Evaluation which is done through recapitulation and assignment. The pupils are asked to give the main points in the poem. They may be asked to read the poem again We should remember that good Poetry is meant for reading and memorisation. The homework need not be a summary of the poem. If they are seniors they may be asked to read other poems by the same poet. or about his life history etc. Their Interest In literature should be awakened by home reading and home assignments.

Check your Progress Questions:

4. What are steps in Poem Lesson?

Grammar : (a lesson plan)

Structure Words : Some any, no,

Aids for teaching : familiar objects such as pens, pencils, water, ink, sugar,

General Aim : To help the pupils to understand spoken English.

Specific aim : To help the pupils to learn the use of 'some: any, no“.

Preparation : The pupils have already learnt the use of "'

i) is this / that a

ii) There is are ..... Their knowledge can be tested, with the following questions.

1. Is this a bag? Yes, it is. Is that your water bottle? No, it isn't.

2 Is there a picture of ‘Nehru’ in this room? Yes, there is.

3. How many pictures are there in your house?

4. How many girls are there in this class?

Announcement of the Topic : Today we will learn the use of some, any, no.

Presentation : The teacher puts different objects-pens, pencils, ribbons, ink bottle (empty) on the table and makes the pupils describe the objects. ' He will help them to make the statements by putting questions. How many pens are there on the table? There are six pens on the table.

How many pencils are there in your bag?

There are two pencils in my' bag.

Are there any bags on the table?

No, there aren't any bags on the table. Is there any ink in that bottle?

No, there isn't any ink in that bottle.

Is there any water in the village tank? Yes. there is some water in the tank. Are there any pictures in this room?

Yes,’ there are some pictures in this room.

Is there any sugar in this bowl?

No, there is no sugar in this bowl. is there any sugar in that bowl? Yes. there is some sugar in that how is there any milk in this pot?

No, there is no milk in this pot.

Is there any milk in that pot?

Yes, there is some milk in that pot. “Now repeat the sentences after me”, There are six pens on the table. There are two pencils in his bag. There aren’t any bags on the table. There isn’t any ink in that bottle.

Is there any water in the tank? There is some water in the tank. There are some pictures in this room. There are some girls in our school. There is no pencil in my pocket. There is no ink in that bottle.

There is no water in the pot.

At this stage Teacher tells the students the rule about the use of the words some, any, no.

‘Some’ is used with countable and uncountable nouns in affirmative

sentences. e.g. some pencils, some sugar, some water. It means particular or “known” number or quantity.

Any Is used In the sense of “general”, not ‘known’ vague.

Negative and interrogative sentences.

‘No’ means ‘nothing' refers to numbers as we" as quantity There are no boys in class IX.

There is no water in the tank.

Practising the' use of some any, no.

Teacher makes a statement and gives a cue word and pupils use .it in another sentence.

There are some ribbons on the table. Boys, girls.

There are some boys in our class. There are some girls in our class. There is not any ink in that bottle. Water, tank, pot.

There is not any water in the pot. There is some water in the tank. Passenger, bus,

There is not any passenger in this bus. There are some passengers in that bus. There is no picture in this book. Photo, my house, album.

There is no photo in my house.

There are some photos in his album.

The sentences are written on the Blackboard as the pupils say

Then they are asked to read the sentences. Further practice by question & answer. Are there any shops in this village?

No, there are no shops in this village.

Is there any paint in this tin?

No, there is no paint in this tin.

Are there any notebooks in your bag? Yes, there are some notebooks.

Is there any tea in that pot?

No, there is no tea in that pot.

Homework : Teacher gives a Substitution Table and asks them to make meaningful sentences at home.

There is any sugar in the pot is not some toys the bag are no water the bowl the tank

ADVANTAGES OF LESSON PLANNING

The lesson plan affects the teacher's skill, intelligence, ability and his personality. Following are the chief functions of planning:

1. It delimits the field of work of the teacher as well as of the Students and provides a definite objective for each day's work.

2. As the goal is determined, the teacher gets impetus to realise his goal.

3. It tends to prevent wandering from the subject and going off the way. It serves as a check on the possible wastage of time and energy of the teachers and students. It makes teaching systematic orderly and economical.

4. Planning helps the teacher to organise and systematise the learning process. The activities in the lesson are well-knit, inter connected and associated. The continuity of the educative process is ensured.

5. Planning helps to avoid needless repetition.

6. Planning helps the teacher to overcome the feeling of nervousness and insecurity. It gives him confidence to face the class.

7. It gives opportunities to the teacher to think out new ways and means of making the lesson interesting and to introduce thought-provoking questions.

8. It ensures a definite assignment for class and availability of adequate materials for the lesson.

9. It enables the teacher to link the new knowledge with the previous knowledge acquired by students.

10. It ensures a proper connection of the new lesson with the previous lesson.

Check your Progress Questions:

5. What are advantages of lesson plan?

Answer to Check your Progress

1. lesson planning involves defining the objectives, selecting and arranging the subject matter and determining the method and procedure.
2. Preparation, Presentation, Association and Comparison, Generalisation, Application.
3. Evaluation approach is based upon sound psychological principles of learning. Herbartian approach does not provide for the specification of teaching or learning objectives in behavioural terms.
4. The rhyme and rhythm and the music of the poem are brought out, so that they really appreciate the poem. Then the pupils are asked to read the poem aloud, first individually, then in small groups, and then the whole class it it is a very musical poem.

5. Planning helps to avoid needless repetition. Planning helps the teacher to overcome the feeling of nervousness and insecurity. It gives him confidence to face the class.

Summing up.

They present us an attempt to point out the need of an orderly and systematic arrangement of instruction based on sound psychological laws. Steps of preparation and application have been recognised as universally valid. Regarding the value of general rules relating to the teaching process, T. Raymont writes, "The young teacher can' not be too earnestly warned that for him the great thing is t0 appreciate the 'spirit' of the formal steps and how much does this mean? It means that, though all the steps are not necessarily gorle through in the treatment of any one section or unit of teaching, yet the 'order' in which steps occur cannot be departed from without disadvantage. That the acquisition of knowledge or of skill is process of assimilation of new to old, that the relevant parts of the pupil's previously acquired stock of ideas should, therefore, first be recalled, that there should be a progress from the concrete and particular to the abstract and general, that ideas must be possessed before they can be applied, and that application in its turn make5 for effective and permanent possession-these are truths as sure as the law of gravitation because they embody the plain facts of the working of a child's mind."

At another place Raymont writes, "Like the rules of any other art, however, the rules of the teaching art will not always be overtly employed. As soon as the teacher has thoroughly imbibed their spirit he may be left quite free to dispense with a formal array of preparation, presentation and the rest. Though the steps may no longer be explicitly stated or even thought of, they will always remain implicit in his best efforts, and he will be wise enough not to despise them because he has learnt to practise his art without conscious need of their help."

Keywords

Intensive reading: it involves learners reading in detail with specific learning aims and tasks Extensive reading: it involves learners reading texts for enjoyment and to develop general reading skills.

Herbertian steps: Herbartian is an educational philosophy, movement, and method loosely based on the educational and pedagogical thought of German educator Johann Friedrich.

Motivation: it is the process of stimulating people to actions to accomplish the goals.

Recapitulation: it is an act or instance of summarizing and restating the main points of something.

Short type Question

1.Define Lesson Plan?

2. What are the merits of Blooms?

3. What are limitations of the Herbartian steps?

4.How will you check the previous knowledge of the learners?

5. Define Grammar lesson?

Essay type Question

1.What are general objectives and specific objectives for preparing poetry lesson plan?

2.Discuss the lesson plan and its steps?

3.Explain the structure of the lesson plans?

Suggested Books.

1.Mowla Shaik, Techniques of Teaching English, Neel Kamal Publications Pvt. Ltd, Hyderabad, 2009.

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Structure

11.1 Instructional Materials

UNIT-XI

11.1 Instructional Materials

11.2 Importance and needs of Instructional Media: (A.V.Aids)

Meaning: Instructional aids mean the device which can be used in teaching for their appeal to the ear and the eye. They are the aids to teaching-learning process. They generally include such materials as objects, pictures, chalk-board, flannel-board, slides, tape recorder, films & television that are supplementary to actual text books. Which helps the teacher for effective teaching may be called instructional aids. Albert Duret rightly said, "It is easier to believe what you see than what you hear; but if you both see and hear, then you can understand more readily and retain more lastingly".

11.3 What is an instructional aid?

An instructional aid is any device that assists an instructor to transmit to a learner facts, skills, attitudes, knowledge, understanding and appreciation. A visual aid is an instructional device that can be seen but not heard. An audio aid is an instructional device that can be h audio-visual and us that device which can be heard as well as seen.

11.4 Type of Instructional Aids:

11.4.1 Visual Aids: These are aids that can be seen. They include black-board, flannel board, bulletin board. Pictures, charts, models, objects, flash cards, film strips and slides.

11.4.2 Audio aids: These are the aids that can be heard. They include record-player (gramophone), tape recorder and radio.

11.4.3 Audio-Visual aids: These are the aids that can be both seen and heard. They include television & motion-pictures and video.

11.5 Importance & use of instructional media:

In the present age instructional aids are of great help in teaching any school subject. But they assume special importance in an English classroom where the learner's experience is not so direct as in learning mother-tongue. They are important in teaching a foreign language like English for the following reasons**.** Making teaching and learning effective: Instructional aids can be used to create situations to make the meaning of words and structures clear and to practice them in meaningful situations.

- Providing variety: Instructional aids can remove the monotony of practice work by creating, variety and make lessons lively. Display of various charts, substitution tables, pictures, models, etc. provide a variety in teaching learning situations.

- Providing interest and inspiration: Instructional aids can provide interest to the students & inspire them to further study than the actual classroom instruction & textbook assignments. These aids match with the basic needs & motives of students and thus, proves a motivation force for energizing learn, to learn effectively.

- Creating Language atmosphere: For mastery of a foreign language, an understanding of the culture of the native speakers of the language is essential. Pictures & films on the daily life and the different facts

of the socio cultural life of the English people will help the pupils to develop such an understanding. Thus these aids help in creating the visual atmosphere in the class.

- Reducing teacher talking: Instructional aids help in reducing teacher talk. If the picture or model is shown, it needs little explanation.
- Reducing over-depend once on mother-tongue: The use of instructional aids help an English teacher to reduce over-dependence on learner's mother-tongue.
- Classifying the subject matter: Instructional aids bring clarity & understanding to the various difficult and abstract concepts in language. They reduce verbalism.
- Saving time as energy: With the use of instructional aids, much of the time and energy is saved. Most of the abstract language concepts & phenomena may be easily clarified & assimilated through their use.

11.6 Types of audio-visual aids

II For purposes of convenience, we shall classify these aids into 5 types:

(1) Aids through the ear (auditory)

(a) Phonograph and

(b) Radio

(2) Aids through the eye (visual)

(a) Motion picture (b) Stereoscope

(c) The chalkboard (d) The camera

(e) The flannel board (f) The bulletin board (g) Pictorial Materials

(h) Representations-maps, globes, diagrams etc.

(3) Aids through the eye and ear (audio-visual)

(a) Sound-motion pictures (b) Television

(4) Aids through activity

(a) The school journeys (b) The objects, specimens, model collections

(5) Miscellaneous

(a) Dramatization

(b) Booklets (c) Newspapers and magazines.

Edgar Dale bases his classification upon the kinds of experiences presented through the aids. He calls It the "Cone of Experience." The range of experience as described earner through audio-visual aids as classified by him is between direct experience and pure abstraction.

These divisions are not intended to be rigid. They overlap and sometimes blend into each other. The author desires the cone to be 'a visual metaphor of learning experiences depicting the various items in the 'order of increasing. abstraction, as one proceeds from direct 'purposeful experience' which is the bedrock of all education."

Audio-Visual Aids

Much of what we say in any language is promoted by what we see or have seen around us. We, therefore, have to give our students practice in reacting in English to objects or pictures Audio-visual aids are an addition to our 'armoury.' They allow us to explain a word or concept simply by showing a picture or pointing to an object. Abstractions can often be expressed in this way where mime or words are insufficient. Time can be saved by passing pictures or objects round the class and getting group work going. Tempo can be accelerated because showing or pointing is a more rapid process than speaking or explaining. One should not become intoxicated with visual aids. They can deteriorate into poor substitutes for preparing a lesson. Combine them with other techniques to fulfil immediate and long-term aims. The more the pupil is exposed to good models, and more relevant the material handled appears to him, the more likely he is to make the considerable effort needed to speak a language well.

In the classroom, the teacher tries to provide a stimulus to many things at once -accuracy of hearing and imitating, understanding of groups of foreign sounds and reaction to the ideas expressed by these sounds. How much of what goes on in the classroom the pupil will retain after leaving the lesson depends on his own interest in the subject and his own linguistic ability and on the teacher's ability to get at the individual member of the class. There can be no question that the physical personality and the linguistic technique of the teacher will always have a far more profound and lasting effect than any mechanical aid.

It has become fashionable to talk of radios, tape-recorders, television and language laboratories as the most important aids in teaching English. This has developed in the teachers of our country a cynical attitude towards all teaching aids. They regard teaching aids as something which only the affluent schools can afford. This is but natural in but natural in a country where the vast majority of schools do not have even the minimum essential furniture like desk and benches in their classrooms. All aids need not be as expensive as the ratio or the tape recorder. Nor should they sound as unrealistic as the advocacy of close circuit television or language laboratories for our rural Schools. Many of the more useful aids can be made by the teacher himself at little or no cost at all. What is required is a proper understanding of the purposes of the aids and a genuine desire to improve one's teaching.

The Blackboard

The blackboard is one of the most important visual aids, commonly available and inexpensive. It has the advantage of providing a focal point of attention for the whole class. It can be used for a variety of purposes. However, it is very easy to forget its usefulness simply because it is always there, or to use it ineffectively through lack of thought, preparation, and reluctance to regard it as an integral part of a lesson.

A good blackboard should have ample space. Before writing anything on the blackboard, it is advisable to mentally divide the blackboard Space into two parts a reference area and a working area. Use of coloured chalk will help in focusing pupils' attention and will make the lesson interesting. The writing on the blackboard should be neat and tidy and clearly visible from the last bench. The teacher should be careful not to stand for a long time writing on the board with back to the class while students do nothing. He should not talk to the board. If he needs to say something, turn around and address the class. Keep the students involved by getting them to read and repeat parts of what you have written. The teacher can get the pupils write on the board for him and test their spelling this way. The teacher should clean the board when it becomes impossibly crowded, instead of squeezing in additional sentences wherever there is space.

Check your progress

Define Audio visual aid? List down some types of audio visual aids.

——

Rules for the use of blackboard:

Keep it neat and clean. Everything put upon it must be written or drawn with care

2) Neither too much nor too little

3) See that it is the right place. Walk round the class to make sure that sunlight is not and upon it and hiding what is written upon it from some pupils

4) Know what you are going to put on it before you begin

5) Draw pictures, diagrams, tables

6) we coloured chalks, but not too many, as they prevent discrimination

7) Let your pupil? use the board as often as you use it yourself. Let them write and draw on sometimes for the class, sometimes for the teacher.

11.7 Instructional Aids

Charts and Tables

Large wall charts and tables can be used for the development of a four skills as well as or imparting the essential knowledge of structures and vocabulary. Pupils can read sentences from charts and tables and write them. Large readymade substitution tables may be found very helpful many charts and tables on the syntactic structures and vocabulary are available in the market. In the early years the pupils can read sentences and rhyme from charts. In teaching grammar, the examples for generalization and comparison can' be written on charts and used year after year in such charts colours can be used to focus attention on a particular point. Illustrative sentences on all new words a lesson can be written on a chart and displayed at the appropriate stage. Suitable model paragraphs can also be written on charts to enable pupils to write parallel paragraphs. Each school should try to have a good collection of such charts and tables each item should have 'instructions for use' written on the back.

Flash Cards

Cards containing letters, words, phrases, sentences etc. very useful and inexpensive aid in teaching English. The letters in the cards should be sufficiently large so that the whole class can read them without difficulty. These cards can be used for a variety of purposes. For teaching reading by look-and-say method they are indispensable. Pupils can practise sentence-making words making by combining these cards.

Cut-outs

small figures of people, animals, birds, cut-outs from magazines and newspapers can be excellent teaching aids. If they are mounted on cardboard, they would become more versatile and durable. The mounted pictures look almost like three dimensional models. They can be used like puppets to create interesting groups and situations. A collection of cut-outs stored under different labels such as A family group, A Road Accident, In the Market, on the Field etc.will be an invaluable aid for the teacher.

The Flannel Board

When a small piece of cloth with a rough surface is pressed lightly against a cloth with a similar surface. it sticks on the cloth much in the manner of cotton wool or fluff sticking on woollen

Advertisements

Some advertisements can be excellent aids in teaching English. A good advertisement attracts attention to itself and its slogan is striking enough to be remembered easily. By displaying carefully selected advertisement in English and encouraging the pupils to collect such advertisements the teacher can help them to learn many useful patterns embodied in the slogans. Some advertisements deliberately violate grammatical rules or coin new words. They may highlight a syntactic or morphological rule. They can be profitably exploited to Fix the rule in the minds of the pupils.

The Gramophone

In the early stages of learning a new language it is very helpful to reinforce the teacher's personal effort with a short session of listening to and careful imitation of suitable recorded material. Pupils are more ready to accept what the teacher says and does if the record illustrates the same points and thus seems to be an authentic check on what the learners are striving to do. It is amazing how well young children can imitate every inflection, vowel quality and intonation of a record. Perhaps the best feature of a gramophone record is that a child can have it at home and play it again and again in his own time. This extension of experience is invaluable in spurring on the individual, for undoubtedly children know what they like and like what they know.

The Tape Recorder

A tape recorder is an essential classroom aid. It brings other voices into the classroom. It gives the pupils valuable practice in listening to varieties of English different from the teacher‘s. A great deal of material as available on tape. The tape recorder has now found its way into the majority of schools. The most obvious use of the tape recorder in the classroom is to give pupils salutary lesson of hearing their own voices. Until we have heard ourselves on a tape, we have little real idea of what our voice sounds like to other people. The first impact on the hearer is one of shock. When the children have got over this initial impact and the fun of hearing.

Overhead Projector

The teacher may write or draw on a transparency and project it on to a screen. The transparencies can easily be added to, while the lesson is in progress. The overhead projector is a very useful alternative to the blackboard in that the teacher does not have turn his back on the students. The teacher can save time by preparing the material in advance. Another advantage over the blackboard is that the OP does not have to be cleaned and there is more space available. It is used in much the same way as the blackboard writing model sentences, presentation, explanation, drills, pictures etc. Some commercially produced transparencies are also available. Overhead projector transparencies can be flexibly used.

Slides and Film Strips

Film strips are similar to slides except that they are easier to use. Both film strips and slides have the same function as all wall charts, flash cards or pictures for oral composition. The advantage is that we can move from one to the other more easily once the equipment is set up. The teacher can make his own slides for any form of lecture. Slides and film strips are particularly useful for any series for instance, a routine day in someone's life, or talking about places, or for some specialist subjects.

Film

Obviously, film accustoms students to understanding: English in the cinema or on television. Usefulness can be increased by making sure of‘ feedback’. Choose specialised films for different profession; see the film before it is shown to the pupils so that you can determine the level and suitability of content, stop the

film from time to time and get students to ask questions, if they have not understood Then, ask them questions about events, character, descriptions etc. Give the pupils a script of the film, after they have seen it. Get them to go over it for homework and ask them to write a summary, or to give an oral account the next day. However much you use films in class, also encourage the pupils to go to the cinema and watch television. Films can also be used more directly in class. Video can be used effectively in language teaching. The computer is considered very sophisticated aid in language teaching. But it is very effective in the coming years they may play key roles in English language teaching in India.

The Language Laboratory

Much of language learning is the learning of complicated skills Learning skills is largely a question of adequate and effective practise. Basically a language laboratory is a long classroom in which the students are isolated from each other by Sound proof walls. These walls prevent the sounds made by anyone student from reaching his neighbours. This leaves him. free to practise speaking without disturbing them. A whole class of students can practise speaking at the same time instead of one after another as in the conventional classroom. In this way language laboratories can help to save time. This is a rather simplified description of the functions of the language.

Match Stick figures

The human figure is easily represented by the matchstick drawings. All the sentences and pictures for each structural item are grouped together on one sheet of paper. The sheets may be compiled to an album. The teacher can refer to the appropriate page Whenever he is teaching a particular item.

Television

Most of the Distance Education Universities make use of the Television for conducting the classes. Not only that the mass media is also conducting many important topics, competition Quiz programmes, and many scientific and space programmes. Video tapes played TV in the classrooms. The potential advantage of video cassette lies in the fact that control of the equipment and the learning process is placed in the hands of the learner stopping, starting, timing, reviewing and previewing and consequently the capacity to order the sequence of events, control the rate of learning, and facilitates practice sequences.

Radio

Radio is the most significant medium for education in its broadcast sense that has been introduced since the turn of the century. It is available from early morning till long after midnight. By utilising the rich educational and cultural offerings of the radio, children and adults will have access to the best of the world’s stores of knowledge and Art. There are a lot of benefits in the field of school education when they are given opportunities to have the school Broadcasting.

LCD projector

LCD projector is a very useful visual device. Globally known LCD projectors are systems that display or project information or video into a surface. LCD stands for Liquid Crystal Display, the technology

used to project images. They are most commonly used for displaying images in lectures or presentations. However, they are also used in the famous, ‘Home Theatre’ application.

The video signals consist of 3 colours:

a) Red b) Green and c) Blue

Check your progress

How effective is audio visual method compared to that of black board and teacher talk method?

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11.8 Identifying the Websites.

Internet is easily available global library for every one. The teachers should help the students in order to get gain a lot from the internet. They have to train them how to use the internet and identify right websites.

There are various websites offer valuable materials regarding English language learning. There are foreign commercial websites, and academic websites provided by many Universities for easy access to everyone free of cost. Finding resources on the internet can be like looking for a needle in a haystack. However we can locate the required websites with the help of Directories

i) The internet public library: http://wwwipl.org

ii) Look smart :http // www. looksmart. com

iii) The open Directory :http/ldomz.org

iii) Web Brain :http // www.webbrain.com

iv) Yahooligans :http/www.yahooligans.com

11.9 Search Engines

An internet search engine explores information across the internet and collect copies of web pages from various host services. The search results are then displayed according to relevance. Examples of search engines are as detailed below:

1) Google- www.google.com

2) Search bug – www.searchbug.com

3) AltaVista - www.altavista com

Check your progress

Write down any two of the web search engines.

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11.10 ADVANTAGES OF AUDlO-VISUAL AIDS

Audio-Visual Aids are of immense value in the teaching-learning process. The make the process lively and interesting and hence make it effective and better. According to Kothari Education Commission (1964-66) "The supply of teaching aids to every school is essential for the improvement of the quality of teaching. It would indeed bring about an educational revolution in the country." Just lectures or verbalism of the teacher makes the class-room dull and mechanical. Every child is interested in seeing concrete things. He wants to handle, manipulate and the teacher should provide situations so as to satisfy his curiosity of doing things. Learning through sense is better and more permanent than just mechanical learning. Out of the Eve senses it is through hearing and seeing that 86 percent knowledge is gained.

The audio-visual aids, therefore, have great importance both for the teachers and the learners. In this context Rousseau says, ‘.‘Give your scholar no verbal lessons, he should be taught by experience only.”

In the words of Edgar Dale. “Because audio-visual materials supply concrete bases for conceptual thinking, they give rise to meaningful concepts enriched by meaningful association, hence they offer the best anti-dote for disease of verbalism. “The foundation of all learning consists in representing clearly to the sense, sensible objects so that they can be appreciated easily

11.11 Advantages which are explained below:

1. Helpful in creating Interest. The use of different aids by the teacher while teaching makes the teaching-learning process more interesting. Sometimes the teacher makes use of charts, film strips, epidiascope, film project and sometimes she just performs an experiment in the class. All this makes the teaching-learning process more interesting.

2. Just lectures by the teacher is too much of verbalism. But the use of chalk and black boards reduces verbalism. The use of other types of aids further reduces verbalism in the class. Naturally the learners will find it less loading on their minds. The teacher is also able to save energy.

3. The use of audio-visual aids gives reality to the learning situation. Thus by seeing a film-show exhibiting the life of the Tundras and learn it more effectively in three hours is better than by reading many books in months together.

4. It gives vividness to the learning situation. For example, we want to know about the Mughals. The film on it provides vividness parallel to which is difficult by the study of books.

5. It gives clarity to the learning situation. For example, the film show of ‘A Tale of Two Cities’ gives a clear picture of the French Revolution. Anything equal to this is not possible by the study of books.

6. The aids motivate the child and arouse his feelings of curiosity. Thus motivation keeps the child fully absorbed and he tries to learn more and more. ~ 7. They make the abstract ideas concrete and thus help in making learning more effective. It results into more clarity and better understanding.

8. The different types of aids when used successfully in the class-room provide variety in the class-room situations. Variety in the instructional procedures help the learners to have greater alternatives.

9. Meet the individual-difference requirements. There are individual. differences among the learners. Some are ear minded who are able to l by listening. Some are able to learn through visual demonstrations while others learn better through doing. The different types of aids thus help in different ways for meeting the varied requirements of the students.

10. Good substitute for direct experiences. Effective teaching requires direct experiences for the learners. It is always not possible to take children out for direct experiences. Sometimes the object is too far Eg. Elephant Caves. A film or a chart showing those caves will serve the purpose. In still other cases, it is not possible to bring the object in the in those situations, pictures or charts serve the purpose. For example, elephant, lion, jackal etc. cannot be brought in the class-room. Their models or pictures or charts can be used for teaching purposes. The aids are good substitutes for the real objects as they make learning equally meaningful.

11. Help in developing various skills. The use of audio visual aids help in the development of various skills among the students. They learn how to draw a diagram of the topic, learn how to use the apparatus and in case where they face some problems in the conduct of an experiment, they apply their mind to solve the problem.

check your progress

Does teaching through audio visual aids ease the process of comprehension of complex subject? Explain.

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11.12 Answer To Check Your Progress

1. Audio Visual is a blooming methodology in teaching, that enables the students to learn effectively and interestingly. Film strips, Flashcards, Projector and Flannel board are some of its types.

2. Audio Visual method of teaching is more effective compared to the traditional chalk and talk method as it makes the learners to involve and participate actively.
3. Google, Bing.
4. Yes. Teaching via AV ease the process of comprehension of complex subjects, because it helps the learners to swallow the concepts without any difficulty.

11.12.Summary

Audio visual aids in teaching and instructing helps the learners to grasp the concept easily even if the concept is a complex one. Through the use of audio visual aids such as slides, flow charts, tape recorder, overhead projector, the learners are exposed to a vast knowledge accompanied with latest technology. this in turn helps them to understand the nuances in technology as well as the subject matter The effective use of AV aids has a number of advantages. It creates interest among the learners; it breaks the monotony in the teaching process; It kindles the enthusiasm of the learners; it makes the students to actively be a part of the learning process.

Keywords

Audio learning - it is a learning method in which a person learns through listening to the sounds.

Visual learning - It is a learning style in which one learns by seeing images, maps, diagrams etc.

Flash card - a card containing information that helps students to see and acts as a medium of learning.

Gramophone - an old type of record player that helps to record and play.

Search engine - an application that searches for data if the keyword is provided.

Overhead projector - a projector that projects an image over the heads of the viewers onto a screen in front of them.

LCD projector - it is a type of video projector for displaying images or videos on a screen or a flat surface.

Flannel board - it is a visual aid used in teaching made of board covered with flannel or a soft cloth to stick pictures.

Short question

1. Define Audio Visual method of Teaching?

2.What is the purpose of AV method in classroom?

3.Explain the various types of AV aids?

4.Is teaching concepts via AV method is easy? Explain.

Essay Type Question

1.Enumerate the innovative instructional aids in Audio Visual method of teaching.

2.Elucidate the difference between AV method and the traditional chalk and talk method.

3.How to increase the use of technology in classroom teaching using the AV method?

Suggested Books

1.Grand Strand D.J, Pedagogy of English Part-I, Sri Krishna Publications, Chennai,2017.

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Structure

12.0 Introduction of Programmed learning

12.1. Meaning of Programming Instruction

12.1.2.Programmed Learning in Britain

12.1.3.Programmed Instruction in India

12.1.4.Changes in Programmed Instruction

12.1.5.Characteristics of Programmed Instruction

12.1.6Steps in Programme writing:

12.1.7.The Future of Programmed Instruction

12.2 Fundamentals of Programming

Prompting and Guided Discovery:

The essential characteristics of this strategy

Principles of Linear Programming

Characteristics of Linear Programmed Instruction Material

Types of Linear Programming :

UNIT-XII

Programmed Instructional Material

History of Programmed Instruction (Changes, Characteristics and Future)

It has been said that one of the earliest programmer was Socrates who developed a programme in Geometry. Socrates used to guide his pupils and followers to impart knowledge by conducting them conversationally along a path from fact to fact and insight to insight. The concept of programming and the method of Socrates may be considered very much similar. Thus, programmed instruction has a long past but only a short history.

The origin of modern programmed instruction arisen from the psychology of learning and not from technology. Learning of course is defined as the process of establishing new behaviour. If there is no change in behaviour there has been no learning.Psychologist have discovered much about how learning takes place. They have found that the new behaviour is learned only when the learner positively reacts or behaves differently. It is not what the teacher does but what the student does that result in learning.

Programmed learning grow out of experiments in operant conditioning of pigeons in Skinner's laboratory in Harward University. Programmed instruction got historical momentum only after the publication of an article "the science of learning and the art of teaching" by B.F.Skinner in 1954.

Definition

B.F. Skinner :

B.F. Skinner (1954) and James G. Holland, the Harward psychologists, devised the auto-instructional methods which have served the present generation as the basis for the present work in programmed learning .He found that most of the classroom teaching is ineffective. He wanted to improve the classroom instruction and teaching. He attempted to apply his operant conditioning theory of learning to teaching and preparing instruction. He claimed that desirable change can be brought out by giving a continuous feedback of reinforcement for desired responses. The operant conditioning is more significant for human learning.

Norman A. Crowder :

Norman A. Crowder (1954) was a psychologist in USA. He developed a strategy for this purpose which is known as 'Branching Programming or intrinsic programming. He gave main emphasis on task analysis rather than learning condition. In this technique content is presented and multiple-choice questions are asked to diagnose to ascertain that learner could follow or not. If he could not follow, the remedial instruction is produced for improving the learning out comes. It is more remedial instruction.

Robert Mager :

Robert Mager (1958) and others done a survey of programming strategies. It became clear to them that the sequencing of instructional events was not based directly upon the student learning but based on the programmer's logical thinking. Robert Mager has developed a approach for writing objectives in behavioral term in 1962. His approach is best fifteen to programmed instruction. The behavioral objectives have been emphasized in the strategy of programmed instruction during the year of 1963. The programmer was considered responsive rather than directive programming 'Mastery Behaviour' is emphasized. In the

sequence of learning ‘Mastery Step’ can fall anywhere, it is not necessary that it should fall at the end of learning sequence.

Roth Kopf:

Roth Kopf has Suggested a new concept of learning in (1965) He gave a term ‘Mathemagenics’ for a process that gives birth to learning. He suggests that there is a significant difference between nominal stimuli which can be measured objectively and effective stimuli which must produce the behaviour in the learner before it is measurable. Programmer have the illusion that they are controlling students with selected stimuli, forgetting the students are able to tune out the most aggressive stimuli assaulting the eyes or ears or any other sensory organs.

Mathemagenic behavior have three characteristics :

-the transformation of a nominal stimulus into an effective stimulus

-some form of elaboration.

-processes exemplified by problem solving the inductive reasoning.

Fundamentals of Programming

(Reinforcement, Progression and Repertoire)

The fundamental principles of programming have been developed in the laboratories of psychology. Some fundamentals of programming are therefore, derived from experimental work on operant conditioning. It is essential for the readers to understand the meaning of these fundamentals to have the background of programming.

Stimulus :

Julian I. Taber and others have defined that a stimulus is any condition, event or change in the environment of an individual or organism which produces a change in behaviour. ‘

A stimulus is that aspect of the environment which guides or control the behaviour of an individual- ‘controls’ in the sense of providing an event or object in the environment in the presence of which the behaviour desired by the teacher is highly likely to occur.

Responses :

A response is a dependent condition or variable because its form depends on the nature of stimulus. The stimulus is an independent variable in any learning situation. A response is an unit of behavior which forms a complex performances of a learner.

A primary purpose of programming is to guide an individual‘s desirable responses. It is then possible to arrange the stimulus conditions which will result in the desirable response. A response has an effect upon future behaviour. A student’s responses are crucial in learning performances.

Stimulus control of Behaviour

The response of an individual depends on a given stimulus. Thus, stimulus can be considered to control behaviour. The desirable response is emitted by producing an appropriate stimulus. The number of stimuli that control or influence behaviour increase with maturity. The development of complex forms of behaviour is possible because of a learner’s increasing responsiveness to now sources of stimulation in his environment

An effective learning sequence is an arrangement for the acquisition of new controlling stimuli to guide behaviour.

The programmed learning strategy is concerned with the presentation of subject matter stimuli in the environment of the learner. In programming appropriate stimuli are identified in contextual form which orient the learner towards the terminal behaviours.

Repertoires :

A chain of stimuli and responses is formed by sequential presentation. The specific chains of stimulus and response is known as behaviour repertoire. A specific chain of stimulus and response forms a behaviour.

A programmer designs instructional material for emitting some the responses which help in achieving terminal behaviours. A logical arrangement of a group stimuli generates or develops behaviour repertoire. A learner behaviour is formed by several specific behavioural repertoires. The structure of behaviour tepertoite is developed on the basis instructional objectives. The behaviout repertoires is the specific characterestics of a learner.

The behaviour repertoires are of three types :

(a) The Simple Discriminative Repertoire

(b) Serial Repertoire, and

(c) Self-sustained Repertoire.

Reinforcement:

The term reinforcement is defined as condition which increases the probability of the desirable responses.

“The occurrence of an event which increases the probability that the same response will occur again in the presence of the same stimuli.”

“The occurrence of a consequence which strengthens the behaviour that produced that consequence.”

The concept of reinforcement, thus, implies that individuals are influenced by the consequences of their behaviour. Such events as praise, promotion good grades and wages which follow behaviour can serve to reinforce or strengthen preceding and ongoing activity. Reinforcing consequences in general occur naturally as the function of the environment and society in which a person lives.

Principles of Linear Programming :

The principles of programmed learning were first identified with regard to learner programming and were formulated by B.F. Skinner. The principles of programming imply the rules and systems by which programmed instruction material functions and is constructed. These principles have been classified into three categories.

1. Fundamental principles of programmed learning.

2. Basic principles of programmed learning.

3.The mandatory and optional principles of programmed learning.

1. **Fundamental Principles of Programmed Learning**

A good programmed instruction merely incorporates good principles of learning. In programmed learning, the subject matter is broken down into a sequence of steps. The sequence and step must be determined much more carefully skillfully than is possible for an ordinary teacher to do. The steps must be small enough for the learner to move from one to the next easily with a minimum of errors. Trial and error learning must be reduced to a minimum. The ideal programmer would result in no mistake. Constant success reinforces past learning and motivates further efforts.

Basic Assumption of Linear Programming :

The linear programming is based on the following assumptions :

1. A student learns by being active. If he has to act in a certain manner after the learning courses, he must be allowed to act in that manner during the learning course.

2. A student learns better and is motivated to learn more if he is told that he is to write if he takes steps in the right direction.

3. A student learns better if the task which he has to learn is analyzed into sub-tasks which are sequenced properly, so that he can learn one step at a time beging with a step which he already knows.

4. The sequence of these sub-tasks would be reproduceable so that any person other than the designer can verify the sequence which leads to effect change in the behavior of the acceptance students in a specified manner and that it does so consistently. This implies that its objectives can be measured.

5. For specific strategies in organizing students for learning and arranging of cognitive processes and motivation. These principles are derived from psychology of cognitive, motivation and learning field theories.

6. No strategy can be considered to be effective unless it guarantees the learning of students for whom it is designed. The designer may specify the pre-requisitions relevant background necessary on the part of the learner.

Characteristics of Linear programmed:

(a) It is individualized i.e" one person learns at a time. The device speaks to him without presence of a teacher.
(b) The device presents material to be learnt in minimal increments. It operates on the principle that we learn better in small steps and we also learn better if avoid errors. By proceeding in small steps, we obviously reduce the like livelihood of error.
(c) That which is to be taught is rigorously ordered. Because of the desire to hold unexpected error by students to a minimum, each step in the learning process has to follow logically, as well as closely the one proceeding it.
(d) Students' progress at their own pace. Instead of being restricted to a class-room situation where an average student sets the pace for all students in the room, each user of a programmed instructional device learns as quickly as he is able. His rate of working is established by his performance alone.
(e) The student's answer is almost checked simultaneously against the correct response, which appears before the next question is asked. If the answer is incorrect, he can easily locate the reason for his error, without as in traditional learning. discovering that he is all at once.

The Rationale of Linear Programming :

David Cram has given the rationale of the linear programming in the following manner :

In linear programming B.F. Skinner prefers constructed response. He has given reasons for using constructed responses:

(a) Recall is more effective in the learning process than recognition.
(b) The act of responding tends to cause learning, therefore student should not emit incorrect response.

In linear programming small steps are used with two reasons:

(a) If the act of responding tends to cause learning. each step must be small enough so that the student is very likely to answer correctly.
(b) Too many errors are discouraging whereas correct answers are rewarding to provide the reinforcement to learner.

Programmed text emphasis that learner should perform in a very specific way. This is very clear that it is different from the traditional procedure of teaching where the learner moves in a very general way. It is evident from the various aspects of programming as enumerated above that these are based on the science of behaviors theory of reinforcement and learning principles.

Types of Linear Programming :

The linear programmed texts are available in various forms book form a computer format and teaching machine format. It can be identified mainly in six types:

1. **Construct Response** : it is a basic Skinnerian type in which a learner has to construct response while going through such formats of programmed text.

2. **Multiple Choice Type** : This type has been designed by Sydney , L. Pressey. In this type of formats the learner has to select a response on each frame. Now it is presented in discrimation frame sequence type of programme.

3. **Conventional Chaining** : It is developed John Barlow. In this type of formats each frame is connected to the second frame and the response to the second frame becomes a part of the stimulus of the third and so on down the line.

4. **Skip-Linear** : It uses the skipping device as helps in handling problems of review and over-review. Here a bright learner can skip over a few frames and dull or poor learner can take all frames of programmed material. It is one of adjustive device of this strategy.

5. **Criterion Frames** : In linear programming certain frames are called criterion frames which are used to direct the learner along linear path according to their responses at these critical situation. The criterion frames decides whether the student should go through a, particular sequence.

6**. Ruleg System** : It is one of the most important variety of Linear programming. In which the content is organized in terms of rules first then examples. The rule is given complete form and example is in incomplete form. A learner has to construct response to complete the example.

7. Egrule System : It is opposite to rules system. In which example is given first them rule. The example is presented in complete form but rule is incomplete form. The learner has to complete it by constructing response. Generally in linear programming construct response and discriminant response type are used in developing instructional material of this type.

Objective of Programmed Learning :

The Linear programming as strategy of teaching and learning has the following objectives to be achieved:

(1) To assist the learners to learn at his own pace.

(2) To help the students to learn without the physical presence of a teacher.

(3) To assess his own performance by comparing his response with correct response.

(4) To present the material in controlled man in a logically related step

The programmed materials designed in the light of these objectives.

The Steps in Developing Programmed Material :

The different programmes have suggested various steps in preparing a programmed material.

(A*) Peter pipe has suggested six steps* -

1. Selection of a unit to be programmed.

2. Writing assumptions about learners entering behaviours of the learners.

3. Defining appropriate objectives in behavioural terms. (Terminal Behaviors)

4. Defining prerequisites knowledge and skill in behavioral terms. (Entering behaviours)

5.Preparing criterion test.

6.Developing specific out-line of content to be programmed.

(B) John. B Decceco has suggested five steps fat developing programmed material

1.Select a unit or topic to be programmed.

2.Prepare a content out-line.

3.Defining objectives in behavioral terms.

4.Construct and administer a test of entering behaviours.

5.Construct and administer a test of terminal behaviours.

(C) These steps are not sufficient to devleope a programmed material because important steps such writing frames and validation are not mentioned in the above list. Thus, following steps are more practical in designing programmed material.

1. Specify the goals of learning -educational objectives in terms of what a student is expected to do when he completes a programme.

2. Device a strategy of learning where does the student begin, which sequence of tasks would lead him most effectively towards the goals how much repetition is needed.

3.Write a series of frame stimulus response frames each frame gives some new information and also asks a question which a student has to answer before he proceeds to another frame.

4. Edit the frames for their accuracy of subject matter, intelligibility of language.

5. Empirical try out : The programme is to be presented section by section first to individual students and then to a group of students. If student makes many errors or become confused at any point in short do not learn revise the programme.

6. Validation and Evaluation : After a revision based on try out, administer the programme to a representative group of students. Programmes are to be evaluated in terms of students performance.

Structure of Linear Programme :

In this strategy subject matter is presential in small steps in sequence. Every step provides a new knowledge or new information. The learner has to emit right response on each step, the response is an integral part of the terminal behaviours. The learner takes a time is know as frame. The steps are arranged in a gradual progression. Every frame of the programme has three aspects

(l) Stimulus (2) Response and (3) Reinforcement.

(**1) Stimulus** : The Linear programming is based on operant conditioning theory of learning, therefore the process of learning in this strategy is based response stimulus-(R-S) connections. The main emphasis is given to environment or situation. The stimulus is presented in content form. It functions as independent variables. The contextual stimulus provides the situation for the response. It is not sufficient enough to emite the desired response, therefore, additional stimuli's or prompts are used to help the learner for emitting desired responses. Thus, the prompts are essential aspect of a stimulus.

Response : The learner has to emite the desired response for the stimulus. The response functions as dependent variable. The nature of response depend on form of stimulus. The learner acquires new knowledge by emitting correct response. Every response provides new knowledge and it is the integral part of desired behavioral change. Thus, in Linear programming a response serves three fold functions :

(a) The correct response provides new knowledge or acquires new behaviour.

(b) The responses form the behaviour repertoire lead to the terminal behaviours.

(c) The confirmation of response provides the reinforcement to the learner.

In this type of programming two types of responses are emitted by the learners :

(1) Construct response (2) Discriminant response

(1) **Construct Response** : In every frame blank is provided to construct a response by the learner. The response for the blank is related to new behavior or desired response. It is known as construct response. In Linear Programming construct response is most commonly used to create a situation to the learners.

(2**) Discriminant Response** : In some Situations two alternatives are given for the response. The learner has to select the right response for the situation. The correct response is the integral part of the desired behaviour. This type is known as discriminant response

A learner has to mark his response on separate response sheet. The response can be observed and checked. It is known as overt response. In traditional text books no response is required but programmed text can be studied without writing response. He can think response and can be verified. This type of

response is known covert response. Thus, the following are modes of responses which are emitted in Linear programming :

(a) Overt Construct Response,

(b) Covert Construct Response,

(c) Overt Discriminant Response and

(d) Covert Discriminant Response.

'This construct response modes are significant in Linear programming and few situations are generated for other type responses.

Origin of Branching Programming :

Branching programming got started by way of an ordinary practical training problem. In 1954 Norman Crowder, a psychologist with the United States Air Force, was asked to investigate the training of aircraft maintenance men. These technicians were being taught to ‘trouble shoot' or repair faults, in a bomber navigation system.

Crowder found that trouble-shooting was best learned through solving problems, using the real equipment, under guidance from a qualified human tutor. Unfortunately, qualified tutors were few. He solved his problem with the aid of a film-projects a screen and a pannel of buttons. He built a simulator which stood in for the real bomber-navigation system and, at the same time, acted very much like a private tutor.

Theory of Branching Programming :

Originally the branching programming has no theoretical basis because Crowder develops the strategy on the basis his training experience. The following theoretical basis may be attributed to this strategy :

(1) This style provides more information per frame. It also employs multiple choice response pattern, i.e., a student is required to discriminate and choose the one right answer which is presented along with a number of other plausible but incorrect answers. Learners who make the wrong choice from among those presented, are asked to follow another trade or branch which corrects their error or further classified the point in questions. The branching sequence may continue for a number of frames, again depending on students responses, before he finds himself on the main track.

(2) The assumption in branching programming, according to David Cram is that a wrong response does not necessarily hinder the learning of a correct response. The response is useful mainly in guiding the student through the programme. Each response is used to test the success of the latest communication to the student and in that sense, it lets the programme know, where to take the student next. It follows the method of trial and error, linearing.

(3) In a branching programme the response takes the form of a choice of various answers. The student is much more likely to err in this programming. He is almost encouraged to do so. The wrong answers suggested by the programme are certainly choosen to correspond with popular misconception at frequent errors that are shown by experience to be likely to occur particular stage of instruction.

(4) Such a programme works like this : we arrange a logical sequence of information, and we put it do the student point at a time. Is given him just as much information. As we think he can handle this will vary from one sentence to several paragraphs. But each new unit of information is followed by multiple-choice question, (i.e, We ask a question and allow the student to check his own answer against list of several alternative answers. Only one of these answers, normally will be correct the other will represent plausible errors which the student could only have reached by following particular false trial.

The above pattern of multiple-choice questions are only necessary whenever we want to say something special to students who cannot get the right answer straight away. At other times, we may prefer to use one of the following forms :

- Constructed -Response questions,
- Constructed-Choice questions,
- Block questions. And
- Linear sequence.

Constructed-Response Questions : These are the questions to use when we want the student to decide on (construct) his answer without being shown any alternatives. We pose the question in the normal way and we ask the student to write down his answer. We leave it to the student to decide on the rightness of his answer. We are not offering remedial help against his going wrong but he can return to look over the previous page.

(b) Constructed-Choice Questions : The student is asked to write down his answer to a direct question and then turn a page to check his answer. When he reaches the next page, he is reminded of the question and is given a set of alternative answers from which he must chooses and the one that most resembles his own. If he choose an incorrect answer, then we give him remedial help in the unusual way.

(c**) Block-Question :** These rather like the comprehension questions commonly used to test a passage of reading in an English examination. The student is presented with quite a chunk of information and is expected to answer several questions about it. This format would be quite wrong for the initial teaching. The student is being asked to process a lot of information and make several quite involved responses. Further more, he will be given neither immediate knowledge of results nor individual remedial help.

(d) Linear Sequences : Sometimes we may want to use linear sequence in our basically branching programme-particularly when we have to get the student to do some memorizing formulate, symbols related technical terms, arbitrary but fixed procedures. This is the kind of learning that will need more practice-much more than will conceptual understanding.

Fundamental Principles of Branching Programme :

The branching programme is based on the three fundamental principles:

(l) Principle of Exposition : The learner should receive the whole phonemena which should be so exposed to him. It means a student learns better if the whole concept is presented to him. The complete information is provided on Home Page. It serves two purpose teaching and diagnosis.

(2) Principle of Diagnosis : The principle refers to identify the weakness of learner. After exposition it is assessed whether he could learn the concept or not. If he could not learn what are the causes for it. A multiple-choice format is used to diagnose the weakness of the learners.

(**3) Principle of Remediation** : The diagnosis provides the basis for remediation. The remedial instruction are provided on Wrong Page. If a learner chooses wrong alternative, he has to move to a Wrong Page. Where remedial instruction is provided to him and directed to return to home Page. He is asked to choose the right response. It is known as a principle of remediation.

Assumptions of Branching Programming

The branching programming is based on the following assumptions :

(1) It assumes that a student learns better, if he is exposed with whole concept, It helps in comprehending concept. It is also known as expository programme. One unit is presented at a time.

(2) The second assumption is that the wrong responses do not necessarily hinder in learning but they helps in diagnosis and providing remediation for their weakness.

(3) The third assumption is that a student learns better if remediation is provided simultaneously for his weakness. The teaching and remediation should go side by side for effective learning

(**a) Teaching** : The learner goes through the instruction to comprehend the concept or information.

(b) Response : At the end of instruction multiple-choice is given choose the correct response. The learner has to select a response(covert). In this situation learner a to discriminate and response is intrinsic.

Branching Programme a Tutorial strategy:

The branching programme also functions as a tutorial strategy. A teacher or programmer presents the whole content which he intends to teach. The ideas, concepts and facts involve in the content are presented in a sequence. The multiple-choice question is given after presenting the content unit. It indicates that how much a learner

Characteristics of Good Branching or Intrinsic Programming :

Norman A. Crowder raises several objections against the Linear programming. He tries to remove objections in his branching programming. Thus, branching programming has the following characteristics :

- It is a individualized instruction. Every learner gets opportunities to learn according to his own needs and requirement. The learner decided his path of learning according to his own.
- The learner gets freedom to respond. He has to select a response from the given multiple-choice question.
- The errors of the learners do not necessarily hinder in learning but wrong responses helps in diagnosing the difficulties of the learner. The remedial instruction is provided simultaneously.
- The branching programme works as tutorial strategy. It gives emphasis on difficulties and needs of each and every learner.
- It is easier to develop branching programme frames or instructional material than linear programme.
- The research findings have revealed that it is effective for realizing higher cognitive objectives of learning.
- The intrinsic programming is effectively used for teaching as well as remedial purpose.
- It provides psychological as well as social motivation to the learners.
- It can be used for conceptual as well as descriptive content of teaching.
- It is used as an adjustive device to facilitate the individual variations.
- The branching is mainly concerned with teaching and instruction rather than learning.

Check your Progress Question

What are characteristic of branching?

Construction of Achievement

Pre-Tryout

The writing of the programme is carried under the following heads:

(1) Writing the draft frames in a sequence i.e. from simple to complex.

(2) Editing the draft frames by a team of experts usually consisting of (i) Subject matter expert, (ii) A skilied writer, and (iii) The programmer.

TRY-OUT AND REVISION

This step is carried on as under:

(i) Giving the programme to a few individual learners, finding out their reactions and making necessary changes in the light of reactions.

(ii) Trying out the programme on a group of learners at a few places and making changes on the basis of reactions.

(iii) Trying out the programme in the field.

IV. EVALUATION

Evaluation enables the programmer to judge the success or the failure of the programme. It is done on internal as well as external criteria. Internal evaluation is done in terms of three aspects (i) Error rate, (ii) Programme density, and (iii) Sequence progression. External measures include (a) Criterion test, (b) Gain ratio, and (c) Learner's attitude.

The programmer or the evaluator applies 90-90 criterion. In other words, the statements or the frames where 10% or less than that number of learners give incorrect responses are considered to be valid. The statements or the frames, in which, more than 10% learners give wrong responses, are deleted.

Development of Programme Instruction

(Steps, Writing Frames and Evaluation)

Programmed instruction is based on some psychological principles, Therefore, developing a good programme involves a number of techniques and devices are to be incorporated and requires several specialized skills. The making of a programme is very challenging and time-consuming process. The programmer must have mastery over the subject-matter which he is intending to be programmed. He should also be will acquaint with a approaches and techniques of programming.

It is the assumption of programmers that a designer should have 75 percent mastery of the content and 25 percent skill and awareness of programming devices. The dynamics of programme development may be considered a cyclic process which never comes to an end. The freshers have to be very careful.

There has been a changing emphasis of programmed instruction 1960 to 1970 which has greatly influenced the dynamics of programme development. As a result number of approaches of programme development are available in the literature. Some important approaches have been given in the following paragraphs.

Various Approaches for Developing a Programme :

There are some specific steps which are followed in preparing a Programme. The experts have evolved their own procedure for preparing programme. This variation is due to the changing emphases f the programmed instruction.

The following are the various approaches which are employed for preparing programme :

(1**) Peter-Pipe** : He has given the following six steps :

(a) Selection of a topic to be programmed,

(b) Writing a general statement,

(c) Defining objectives in behavioral terms,

(d) defining entering behaviour.

(e) Construction of criterion test. and

(f) Developing the outline of the content

(2**) 'Taber' nad Glaser** : They have also given six steps for the development of programme in his book 'Learning and Progamme" Instruction' :

(a) Selecting and using try out students.

(b) Programme training,

(c) Programme writing,

(d) Editing and processing,

(e) Final try out, and

(f) Programme manual.

In the other steps, objectives of programme have not been included, because these steps were give before 1962. *Robert Mager* has given the concept of objectives writing in behavioural terms in 1962.

(3**) Lysaut and William** : They have introduced the flow chart in the development of programme. Flow chart is used in the preparing a programme. These are two types of flow-chart :

(a) Event oriented flow chart, and

(b) Activity oriented flow chart

Event-oriented flow chart involves the sequence of events inn paras. The main stress is given to event rather than activity. But activity oriented flow chart includes, the sequence of activities into parts. The result of activities are not taken into consideration Therefore, both the methods are used simultaneously in t development of programme, but main importance is given to activity oriented flow chart.

Activities oriented flow chart includes the following steps for developing programme :

(a) Selection a unit is to be programmed.

(b) Assumptions about the learner :

(i) Defining entering behaviors ; and

(ii) Defining terminal behaviours,

(c) Content analysis,

(d) Selection paradigm and writing frames,

(e) Individual try out.

(f) Revision and group try out,

(g) Try out of final draft. and

(h) Evaluation and preparation of manual.

The above steps indicate the sequence of activities which are followed by a programmer for preparing programme material.

(4**) Patricia Callender** : The seven steps have been provided in the book 'Programmed Learning its Development and Structure, According to *Patricia Callender* following steps are to be followed in preparing a programme :

(a) Selection of subject area to be programmed and integration of this into the training processes as a whole

(b) Preparation of a general statement of objectives an programme specification,

(c) Construction of a terminal test based on programme objectives,

(d) Decision regarding teaching points outline, i.e., the order in which instructional matter is to be presented,

(e) Detailed break down the objectives into rules,

(f) Development of content, including frame writing.

These steps include number of activities a sequence for preparing programme. *Patricia Callender* has shown these activities with help of a chart. The following chart indicate the activities which are to be performed by a programmer.

Steps for Development of Programmed Instruction :

It is evident from the above details of steps of programme development that none of the approach is complete in itself. With the help of reviews of these approaches and recent terms of programmed instruction, a comprehensive outline has been evolved for preparing a programme most effectively. This approach is much more practical ' from development of a programme. The following ten steps are used for this purpose :

- Selection of a topic to be programmed.

- ❖ Identifying objectives in taxonomic categories.
- ❖ Writing objectives (entering and terminal) in behaviouraI Terms.
- ❖ Content analysis and developing instructional sequence.
- ❖ Construction of criterion test.
- ❖ Deciding appropriate strategies and paradigm for the programme.
- ❖ Writing frames and individual try out.
- ❖ Revising, editing and preparation of final draft with the help of group try out.
- ❖ Evaluation of the programme end master validation.
- ❖ Preparation of a manual of the programme.

Check Your Progress Questions:

What are steps involved in programme instruction?

Guide Self- Instructional Material

(Procedure, Instruction and Manual}

Programmed instruction material is developed for specific purpose and for the specific type of learners. Every programmed material has its target population which possesses the required entering behaviours for the programme. It is an individualized instruction which compensates the individual differences of the learners. Therefore; Programme user requires some information's about the programmed material which he intends to use for his students. In this chapter a guideline is provided for the users of programmed material.

A programme user must know at least two types of awareness about the programmed material :

A-Selection of programmed material, and

B-Procedure for using the programme.

These two types of information is essential for the effective use of a programmed material.

Some Problems in Selecting a Programmed Material :

A programmer usually faces the following problems in selecting a programmed material :

If a programme does not cover one or two points which the programmer feels it should be taught.

Solution : Use the problems and either write additional material to cover the points are not included in it or should be taught orally by the teacher.

(1) If there is no criterion test of what the programme intends to teach.

Solution : Write to the author of publisher and demand to supply a copy of the test. If this is not possible, user might consider drawing up a test of his own based on what the programme teaches. In this type of test all the teaching points of the programme to be covered.

(2) The programme requires written answers and user does not wish to purchase a new set of programme every year.

Solution : Either (a) get user's students to write their on their exercise books or plain papers. or (b) The answer Sheets may be cyclosyled or printed which may serve the purpose of the users.

(3) What happens at the end of the programme if students want to revise it ?

Solution : Either (a) supply another response sheets which may be cyclostyled or printed for this purpose, or (b) students may use their usual exercise books or separate sheet of paper.

(4) Does the use of programme exclude additional work by the teacher or instructor?

Solution : The answer is forcefully no. The purpose of the programme is usually for students to be able to go through it according to their own. It usually functions as self instruction. This may involve the use of practical materials, laboratory work, references to other books and group discussion. A teacher should not interven while a student is going the through programme. If students require some guidance, then he should assist them in removing the difficulties. Teacher may use some teaching aids to use the programme more effectively.

(5) Different students will work at different, speeds in going through the programme. What should be done when students finish the programme at different times?

Solution : This is an organizational problem of the programme and one which will be dealt with under the heading of programme use. The user should not interfere with his own choice of programme as such. A teacher encounters the same problem with conventional teaching.

It may be reduced to minimum by the use self-instructional material.

These above points to be considered properly in selecting a is programmed material for the effective use.

Remedial Instructions :

The same practical considerations as suggested for basic instruction should be kept in mind. As regards the remedial instruction, there are two ways in which the programme may be used.

1. Where a student find difficulty in the course of learning, the teacher may direct him to a programme which will provided additional help which he requires. Any student who needs one can find it. It should be given after the classroom teaching.
2. Where a number of students have difficulty in grasping the subject-matter in the class room teaching and the teacher should use there remedial instruction for removing the causes of difficulties. It may be advisable to group, these should work on remedial instruction, after the class-room teaching. The supervision should be done they are going

through remedial instruction, the teacher should asked the students in removing their difficulties in learning the instruction.

Advantages of Programmed Instruction.

- Learners will work individually.
- Students can proceed at their own pace and at time convenient to them. A slow learner is not embarrassed.
- This offers a method of teaching project leaders and others in local communities.
- Those who setup programmed instruction units may be motivated to plan their efforts more deliberately and more thoroughly than with traditional teaching.
- It may be less complicated to keep materials in current Programmed Instruction unit than it is to update in a textbook.
- Programmed Materials can be prepared for and adapted to fit almost any local situation related to nationality, economic or cultural variations in a community.
- Material can be exchanged from country to country and from state to state, giving flexibility and variety to extension offering.

Check Your Progress Questions:

What are the advantages of programme Instructions?

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Answer To Check Your Progress

Summary

Programmed learning or programmed instruction is a research-based system which helps learners work successfully. The method is guided by research done by a variety of applied psychologists and educators. The learning material is in a kind of textbook or teaching machine or computer. The medium presents the material in a logical and tested sequence. The text is in small steps or larger chunks. After each step, learners are given a question to test their comprehension. Then immediately the correct answer is shown.

This means the learner at all stages makes responses, and is given immediate knowledge of results Linear programming is a technique for the optimization of a linear objective function, subject to linear equality and linear inequality constraints. Its feasible region is a convex polytope, which is a set defined as the intersection of finitely many half spaces, each of which is defined by a linear inequality.

Keywords

Short Question

1.Write short notes about program learning?

2. What are the Principles of Linear Programming ?

3. What are advantages of Programmed Instruction based Method of teaching?

4. Define the basic elements of branching programme?

5. How will you select the programme material?

Essay Question

1. Explain the principles and components of Linear Branching?

2. Analysis the process of branching program?

3. Describe the steps involved in the process of construction the achievement test?

Suggested Books:

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Unit-XIII

13.0.WHAT IS CREATIVITY?

Oxford Dictionary defines creativity as: “The use of the imagination or original ideas, especially in the production of an artistic work.” This is fine, albeit somewhat limited to the world of art. This is how many view creativity, however, we fail to see that creativity is part and parcel of our daily life. businessdictionary.com has a more fitting definition of creativity: “A mental characteristic that allows a person to think outside of the box, which results in innovative or different approaches.” The reason this latter definition is more suitable is the fact that it talks about “thinking outside the box”, in other words, looking at something in a different manner with fresh eyes. It mentions results; therefore it is concerned with a tangible outcome that can be measured in some way. Finally, “innovative or different approaches to a particular task” confirm the notion that tasks, no matter how mundane, can be given a new lease of life. This is easily adopted in our profession; after all we are all about tasks. The learning by doing idea is one deeply ingrained in our approach to teaching and learning. Therefore, this leads us to the conclusion that creativity is not the privilege of the few artists among us, but is a feather in our caps that we should be taking full advantage of.

13.1.WHY BE CREATIVE?

As teachers we struggle with the notion of creativity. After all, we are very often given a syllabus of some kind to follow. Whether it is prescribed formally or agreed to with our students, it is there and as long as we deliver what is asked of us then we are fine. The truth is there are many reasons to work from the prescribed text rather than re-work tried and tested published materials. It is easier: one can trust the author as an authority and follow their advice on how to deliver the unit. If students are given a course book they expect to use it; after all, they have paid for it. And so on and so forth; the list is endless. It is less time consuming: objectively, creativity takes a certain amount of time. There is the light bulb moment, the production of the material, and the plan. However, creativity does not mean doing away with the course book; far from it. It does not mean that as teachers we do what we think is best; it does not mean that we have to re-invent the wheel every time; and it certainly does not mean we need special talents. Being creative, on the other hand, means accounting for our students’ preferences and learning styles. It means changing things round and switching them up to make them more interesting. It means opening the lessons up to other possibilities to broaden our students’ horizons not only on content, themes and topics, but also for themselves. Using creativity in class just might inspire our students to be more creative in their lives. The challenge we face is being creative within our context, within the confines that are set for us while respecting policies and procedures we must uphold.

13.1.1.DEFINITION

The term ‘creativity’ in ELT and education more broadly, it is most probable that conceptions of creativity are highly varied and at times conflicting. Hence, for our purposes, it is vital to establish a definition of creativity that makes sense within the context of ELT, one which derives from two converging definitions. In the Act of Creation, Arthur Koestler (1964) maintains that rather than seeing creativity as the creation of something out of nothing it is more appropriate to conceive of it as the act of

rearranging or regrouping already existing elements. He claims that creativity “uncovers, selects, re-shuffles, combines, synthesizes already existing facts, ideas, faculties, skills. The more familiar the parts, the more striking the new whole” (Koestler, 1964, p. 120) definitions and applying them to ELT, it may be argued that creativity is a democratic phenomenon that all teachers and learners may embrace both as individuals and collaboratively because its strength lies in the interaction of the qualities these possess. However, fostering learners’ creativity in the classroom is well-nigh impossible if one does not identify oneself as a creative practitioner.

13.1.2.CREATIVE THINKING EDUCATORS:

The myth that creativity is only about creating works of art or enabling learners to be artistic is detrimental to teachers’ efforts to be creative. As language speakers we are all creative individuals. It takes a lot of creativity for a child to acquire a language and for a learner to use the language they are taught. However, as language teachers we can be even more creative when we think of new possibilities for language teaching and learning. Being creative means daring to do things differently, thus expanding the boundaries of what we know about teaching and learning in order to discover new worlds within the confines of our classrooms.

In fact, Csikszentmihalyi (1996) defines the creative individual as “someone whose thoughts or actions change a domain, or establish a new domain” (p. 28). Being creative means not just doing what trainers and other experts tell us we should be doing, but rather trusting our intuitions as educators to break new ground, research our practices, experiment with new pedagogies, and try out new activities or spin-offs of things we are used to doing. Being creative means we are not just followers but leaders, not just consumers but creators, not just an audience but sharers.. Being creative means we do not let the dictums of others straightjacket us, but rather demonstrating the willingness to question everything and to apply multiple perspectives to every issue and problem we encounter. Creative teachers are not just born creative. Creativity is a state of mind. It is a boundary that we need to cross in order to discover our potential to do things differently and be an inspiration for others. According to Alda (2007). The most brilliant educators are the ones who have failed many times in their quest to achieve success, whether this be an amazing lesson, wonderful feedback, or a learner’s attainment of seemingly impossible aims. Being creative means being willing to transcend our fears in order to discover that we can be right sometimes besides being wrong at other times.

THE WHAT

Creativity is a multi-facetted quality, which may be why it has proved so difficult to define. As Amabile (1996) points out, “a clear and sufficiently detailed articulation of the creative process is not yet possible”. Yet we readily recognise creativity when we meet it, even if we cannot define it precisely. For all practical purposes this is enough. There are of course, some features that are almost always present in a creative act.

Newness/originality

The core idea of "making something new" is at the heart of creativity. But novelty is not alone sufficient for something to be recognised as creative. It is also necessary for creative acts to be recognised and accepted within the domain in which they occur. They need to be relevant and practicable – not just novel.

Immediacy

This is sometimes described as the 'Eureka' moment. Many creative geniuses report that their insights came to them in a flash of sudden clarity. However, it is rare that an idea comes fully worked out. The initial flash of insight usually needs to be worked on and elaborated before it is fully realized. Wonder The truly creative act usually evokes feelings of pleasurable recognition on the part of others. A typical reaction would be, "Why didn't I think of that?"

Curiosity/play

Creativity usually seems to involve some kind of 'playing around' with things, with asking the question "What if . . .?", and the ability to think outside the box. This playful attitude seems to be one of the essential characteristics of creativity, and is especially important when applying creativity to teaching and learning (Carter, 2004; Cook, 2000).

Inspiration

The belief that creativity is a mysterious, unknowable gift from God is widespread and ancient. Very few contemporary writers on creativity would subscribe to this idea; however, there is broad agreement that much creative activity is largely unconscious. The belief that creativity is a God-given quality encourages the unhelpful idea that only a few, chosen, people are endowed with this gift. It is true that Historical-creativity, which involves producing something no one in history has ever created before, is the stuff of genius. But Personal-creativity is available to everyone; it involves individuals making creative discoveries which are new to them, if not to history.

General Principles for developing more creativity:

My intention here is not to provide a set of oven-ready activities but rather to suggest some principles which can be used to develop various forms of creativity.

Use heuristics at all levels – By 'all levels' I mean that many of these heuristics (and others not mentioned here for reasons of space) can be used for teacher decisions, for developing materials, for varying classroom routines, and for devising student activities. It will be for the teacher to decide exactly how a given heuristic is applied. A heuristic is a kind of 'rule of thumb'. Rather than applying a formula with a pre-determined outcome (an algorithm), heuristics work by trying things to see how they work out. The 'suck it and see' principle. Here are some examples of heuristics to try:

• **Do the opposite** (Fanselow, 1974, 2010). Essentially, it involves observing the routines and activities we consciously or unconsciously follow, doing the opposite and then observing what happens. Examples would be: if you always stand up to teach, sit down; if you teach from the front of the class, teach from the back; and so on.

• **Reverse the order.** Here you would do things backwards. For example, in dictation, instead of giving out the text at the end, you would give it out at the beginning, allow students to read it then take it away, then give the dictation; if you normally read texts from beginning to end, try reading them starting at the end; etc.

• **Expand (or reduce) something.** For example, increase (or decrease) the length of a text in various ways; increase (or decrease) the time allotted to a task; increase the number of questions on a text; increase (or decrease) the number of times you do a particular activity. Maley (1994, 1996) suggests 12 different generic procedures, including this one, to develop more interesting activities/materials.

Can we plan for creativity?

Creative ideas cannot just be thrown into a lesson because they add a fun element. Creativity must have an aim within the lesson plan and to determine this we need to understand the stages of (and their purpose in) a lesson. The first and foremost thing to keep in mind is that you are planning a lesson to deliver to a specific person or specific group of people. Therefore we must take our students into consideration first: their age, cultural and educational background, interests, preferences etc.Understanding the purpose of every step of our lesson will help us get the students back on track should we go off at a tangent. Finally, understanding purpose can help us determine when to shake things up in order to engage, motivate and help our students achieve those outcomes.

Creativity in translation is manifested across many levels such as:

According to Phili (2017) following are the grounds where translation may be regarded as one important creative activity. She has advocated that there are many intricate domains that a translator visits and followed a divergent thought process hence enters into realm of creativity.

i. **Personal translation style-** Translators will always instil something personal in their work. The outcome is directly linked to the person who produced it. Each translator approaches a text in a different way. Should a text be given to more than one translator, then we would witness more than one translation version. Creativity is inherently personal and through a personal translation style, translators manifest their creative approach.

ii. **Ability to connect the dots-** In a translation, there are many dots to connect before the best result is achieved. The tools (dots) translators inadvertently mix together span from a feel of language, translation and writing skills, in-depth understanding of the cultural context in play, the ability to read between the lines to the more technical aspects of their work such as CAT tools, glossaries, resources.

iii. **Copy writing skills-** Translators often provide copy writing services as a way to diversify and as a natural extension to translation. They could even be considered brilliant copywriters in that they are able to approach texts from a “translator’s perspective”, focusing on clarity and precision avoiding wording that can be misinterpreted.

iv. **Artistic personality** - There are many translators who are also artists, in the true sense of the word. Not surprisingly, a tad of research has revealed a creative “alias” for quite a few linguists who, besides their main professional activity, are engaged (either as a hobby or on a professional level) in creative

activities: a photographer, a hard rock singer, a designer of book covers, a branding expert, an Italian tenor, a singer with studies in vocal music, a poet/baroque trombonist, a novelist, a painter and more. Art is an outlet, a way to express emotions and concerns. An artistic activity could well be paralleled to the translating psyche which elaborates, adapts and metamorphoses information, a "source", into something else, a "target" or in the language of an artist: a painting, a photograph, a novel. Art is (also) about translating feelings.

v. **Creatively perceptive** - Translators do not read superficially. They assimilate and elaborate information as part of their work process. Knowledge inspires. The more you know, the more you want to explore, create, and find solutions. Translators are creative because they soak up the knowledge in the world. vi. Language as a creative tool- Language is indisputably creative. Like an artist who uses colours, mixing them in combinations that serve the purpose of an art project, translators will similarly use language as a tool with which to produce their work. Considering translators know at least two languages, their creativity is stimulated even more. They are enriched by languages and they know how to complement possible "voids" in one language with information from another. Creativity is more likely to surface when speaking more than one language.

What do we do to our students when we work only within the confines of a course book?

Asking students to work within the confines of a course book places them all in the same box in which they will not fit as they are all different. Try placing a square block through a circular hole. It is unfair to ask them to conform to something they don't own, something they haven't participated in creating. In doing so, we create dependent learners who only know how to work within a course book, who lack the ability to apply their newly found knowledge to new circumstances and the real world. As a result, low motivation levels ensue along with their frustration at only being able to be effective in a classroom, if at all. If conforming is counterproductive it is also because it does not promote critical thinking, a process through which we observe, analyse, apply, evaluate, question, reflect, reason, communicate, etc. If we are too concerned with completing a unit rather than helping our students reach those outcomes, we are robbing them of the opportunity to grow all round. We see this only too often in systems that are intensely concerned with examinations and certification. It is universally agreed that educators are inevitably role models, therefore as role models we have to promote creativity, thinking out of the box and using critical thinking skills. We owe it to our students to demonstrate how these are used in learning and how they can be applied to all other spheres of life.

Bringing down the confines the following are some ways to ignite to develop creativity:

• **Drama and mime** – although role-plays have been one of the long-time favourite activities in course books, we can hardly call them creative. Language is not only about the words we utter but the emotions, gestures and expressions that we use to convey meaning. Encourage students to creatively act out their dialogues by using exaggerated emotions and facial expressions. This will surely induce laughter, which in turn will make learning memorable. Grammar too can benefit from a little drama in class. Let's take tenses as an example. Make students write a sentence or two using whatever tense or aspect of tense they wish on

strips of paper. Collect the strips in a bag or hat and ask for a volunteer to start off the activity by picking a strip of paper and miming the sentence written on it. The student who guesses the sentence and tense aspect is next to mime.

• **Do things upside down** – observe what your students expect and do the contrary! Do not follow exercises blindly as they are in your course book, both the order of activities and the tasks themselves. Re-write the instructions or simply ask the students to close their books as you will dictate the new instructions to them. Consider a reading comprehension task – instead of making students answer comprehension questions after reading the text, get them to close their books and you dictate the answers to the questions in the book. Instruct students to create questions to the answer.

• **Give students importance** – tell students that they are going to be material writers. Divide the class into small groups. Select a reading or a listening text from the course book and present it to the class. Have a short discussion about what type of tasks they normally do with a text from the course book such as true or false, multiple-choice, vocabulary exercises, and so on. Advise students that the different groups will create different tasks to make a whole lesson when put together. Obviously, when done, each group has to deliver their task to the other students – just as you do while teaching!

• **Art attack – drawings** are amongst the most expressive media that we use to convey meaning. Even the worst drawing tells a story. This activity can be done by using both reading and listening texts. Ask students to read or listen to a text and draw their interpretation of what they 'see' while reading or listening. How do they interpret the authors' thoughts and meaning through their drawings? Encourage them to explain their drawing to the class as feedback.

• **Personalisation –** this is definitely that one activity which drives learning home. Encourage students to personalise language as much as they can. If they're bored of being asked the same question over and over again – "What about in your country?" – make students dig deeper and deeper into the roots of their cultures, tales of their nations, and in the corners of their kitchens; encourage them to tell their story. Everyone has a story. One example of a task that gets students sharing their knowledge and ideas is to delete parts of a text and ask the students to replace them with their own ideas, thus creating a modified text which is relevant to them. Show and Tell is another activity in which students bring something to class (such as a photo, picture or object) and talk about it for a set amount of time. Top 10 list tasks are an effective way of encouraging students to contribute something of their own. While collaborative learning is preferred, individual work time is still important and these activities lend themselves well to both. It is imperative that the students are made to feel relevant.

ROUNDING UP To conclude, we will look back to the beginning of this paper and re-evaluate the struggle we face as teachers. We have determined what creativity is and is not, and how to foster it and introduce it in our lessons. It now seems less of a struggle. We have dispelled the myth that creativity is for the few who are blessed with artistry. By adopting small changes and tips to ignite our course book we too can master creativity effectively. We all have a creative spark rooted in us somewhere. All we have to do is tap into it and tackle small bits at a time. After all Rome was not built in a day, so we cannot expect ourselves or our students to adapt to change at a fast pace or in huge chunks. Patience is a virtue; virtue is a

grace. With hindsight we, the authors, have realised how all those tiny steps have made the difference in our teaching and our students' learning and motivation.

ENCOURAGING CREATIVITY

These are just a few ways in which we might try to engage learners in activities that unlock their creativity, developing their ability to think creatively. We have looked at the following:

Creating stories and poems Response frameworks Engaging the emotions Activating the senses Thinking time Imagery as a prompt Visualisation Elaboration and adding detail

It's so important to try to be creative in your teaching, even when it's hard to fit it in with everything else you are supposed to do, because creative teaching is real, passionate teaching. Creativity is at the heart of genuine learning. You can teach objectives, but if you fail to engage the learners' creative processes, then the real learning is likely not to be there. Creative communication comes from the heart, so getting learners to communicate something that is meaningful to them, that is valuable and holds a personal significance, will encourage a deeper kind of learning. In addition to that, in terms of your own teacher development, if you ignore creativity in the way that you teach, you are possibly denying yourself valuable opportunities for self-development. So, it may be difficult, and time-consuming, but it's worth it. As Martin Luther King Jr. said, "Almost always, the creative, dedicated minority have made the world better."

Reading Skills

"Reading is a process that negotiates the meaning between the text and its reader"

Sub-Skills of Reading

Skimming: Skimming is a style of reading in which the reader just takes a glance at the text available to him/her. It is also called as casual and reading without a particular objective. For example, reading newspapers, magazines, novel/fiction reading, etc.

Scanning: Scanning is a style of reading in which the reader looks for some particular piece of information out of large texts. It is also called as serious and focused reading. For example, reading newspaper or magazine for getting certain information useful for the reader. Reading the book for getting answers to particular question or research paper and article reading can be considered as scanning.

Importance and Development of Reading Skills

"Reading is basic to Democracy" opined Prof. Krishna Kumar (Former Director, NCERT). Reading is a cognitive process of language development by glancing at written text for knowing its meaning. Reading is one of the most used skills in conventional language teaching. Reading is an active process, although it is

called receptive skill, for language acquisition. The activity of reading is primarily practised for getting information from the written texts. India is a multilingual country yet English language plays a central role in almost every affair of Indian life. The first activity in language teaching begins largely with reading which is widely practised as well. The importance of English language is paramount in the era of globalisation in India.

Types of Reading

Generally, there are two types of reading used in Indian schools and by the Indian learners i.e. reading aloud with adequate production of voice, and silent reading is in which sound is not produced. A brief description of both the types of reading is given below.

Loud Reading: Loud reading is a type of reading conventionally practised for reading in India. Higher pitch and voice production for uttering words and sentences are considered as loud reading. It also helps learners to understand the content in a better way, especially in the case of the poor power of attention. It also promotes rote learning.

Silent Reading: Silent reading is a type of reading mostly practised by the mature readers. Here production of high pitch and voice is not required, rather an utterance of sound and words are kept unheard by others. It is helpful for fast reading and a better understanding of the concept.

Extensive and Intensive Reading

Extensive reading is for the sake of pleasure and it is usually a long and exhaustive text of reading, such as novel reading, story reading, etc.

Intensive reading is a reading activity for gaining detailed and specific knowledge about a particular subject, such as reading a text book for getting an answer, reading the newspaper for editorials, etc.

Referencing/Study Skills

Referencing skill mostly consists of the use of dictionary skill, thesaurus skill and use of encyclopaedia while reading and its comprehension.

Dictionary Skill: Use of dictionary for better reading comprehension has been widely practised by new language users especially while reading. In modern times, the new technologies have offered various type of dictionary, such as Electronic Dictionary, Mobile App based dictionary, computer-based dictionary, an inbuilt dictionary with MS Word, etc. These electronic and ICT based dictionaries have revolutionised the perfect use of English language.

Thesaurus Skill: Thesaurus is another form of a dictionary with an advanced version of synonyms, antonyms and, its usage for a better understanding of the word and its contextual meaning. The thesaurus

is used at an advanced level of language learning. Thesaurus is popularly used for higher education in India, but modern English medium schools have also started usage of a thesaurus in its ELT syllabus.

Encyclopaedia Skill: Encyclopaedia is a higher and advanced form of the dictionary for a conceptual and theoretical understanding of the word and its concept. It provides the detailed and historical origin of the word along with meaning and illustrations which help advanced level learning to comprehend the subject-specific concept, not merely the word meaning.

Conclusion

Reading is one of the most popular learning activities among all language skills, because most of the time learners use their visual sense, and reading is the immediate follow-up activity of visual experiences. Therefore, reading is no more considered a passive activity rather an active process of reading comprehension. Prior knowledge of the language, grammar and vocabulary are core to reading comprehension. Inference and prediction of words and its meanings in the texts are important for a learner to understand the writing in a complete sense. In another word, encoding and decoding of the written text by the reader which is intended by the author/writer is called reading in the real sense.

Writing Skills

Writing is one of the most important productive skills in language teaching and learning. Popularly, writing and speaking are considered as a final product, but writing is also an essential part of the process of language production. Therefore, the successful production of language in terms of writing can only be conceived with good command over the process and background work for a final piece of writing.

Stages of Writing

Pre-Writing: Pre-writing is the first stage of writing which begins with planning.

This stage requires thorough background knowledge about the topic and a proper direction towards the execution of writing plans.

Writing: This is the actual stage of putting the ideas into the paper with the help of topic planning, using adequate vocabularies and grammatical arrangements. It also requires a proper combination of coverage of topic with an introduction, central theme and concluding the topic. The last stage of writing consists of editing and proofreading before coming to the final draft of the writing.

Process of Writing

Writing is considered as a process as well as product in the expression of language. A leaner has to follow the steps given below before completing a writing task.

Conceive the idea: Conceiving the idea is the first process to begin the writing where

previous knowledge of the writer and proposed topic for writing is amalgamated.

Planning to execute writing:This is the process under which the writer plans to describe the

different parts of writing. It includes the structure for introduction, the main body of the theme of topic and conclusion which are done in paragraphs and stepwise.

Actual writing: This is the phase of the drafting under which the writer actually

writes with the help of adequate use of vocabulary and grammar. It requires thematic clubbing of ideas into an essay or article form. This phase is a rough draft of the writing subject to revision in the next part.

Reviewing and Editing: This is the process of writing considered as most important

because it applies proofreading, language and content editing and finalisation of the draft as well. It can also be considered as the pre-stage for publication.

Final draft: This is the process of providing finishing touch, modification and beautification stage of an article or essay to be sent for publication.

Conclusion

Writing is a comprehensive skill used for the final production and expression of thoughts. It has been the foremost powerful mode of expression to reach the wider audiences. The effective writing skill is considered as an agent of change in the society and, its illustrations can be observed through almost every significant movement in the world. As writing is also regarded as one of the most challenging language skills, the core of writing is the mastery of vocabulary, grammar and a sound reading habit in the related area. Writing is the expression of the writer on particular topic/thought but, it should always be reader-friendly and targeted to the audience.

Check Your Progress Questions

Read a passage from the newspaper, magazine, research paper etc. and find the major difference in terms of language usage, structure, style, etc.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

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Answer to Check your Progress

Summary

Keywords

Short Questions:

1. What is the need and importance of composition ?
2. What is the difference between 'guided composition' and 'free composition?
3. Discuss the various stages in teaching of composition ?
4. Define creativity?
5. How can you plan to think your students creatively?

Essay Type Questions

1. Write a note on creative writing?
2. What are the general principles of creativity?
3. Explain the ways to ignite to develop creativity?
4. Explain types of composition?

Suggested Books

1.Collie, J. and S. Slater. 1990. Literature in the Language Classroom: A Resource Book of Ideas and Activities. Cambridge: CUP.

2.Cook, G. (2000). Language play, language learning. Oxford: Oxford University Press.

3. Daniel Xerri , Odette Vassallo, (2016)Creativity in English Language Teaching, ELT Council ,Malta.

4 . Heathfield, D. (2014). Storytelling with our students. Peaslake: Delta Publishing.

Concept

14.1.TESTING AND EVALUATION

14.1.1Concept of Evaluation

14.3 TESTS AND EXAMINATIONS

14.6 Difference between A Test & An Exam

14.7 Types of Tests

14.8 Importance of Testing

14.2.LANGUAGE-TESTING TECHNIQUES

14.2.1 Translation

14.2.2Dictation

14.2.3Interview

14.2.4Composition

14.2.5Multiple Choice Items and Short Answer Items

14.3 Criterion- Referenced Test

14.4 Characteristics of a Good Test

14.9 Summary

14.10 Keywords

14.11 Suggested Books

Unit-XIV

14. TESTING AND EVALUATION

14.1.1.Concept of Evaluation

Evaluation is an act or process of determining the value of something. Evaluation allows one to make a judgement about the desirability or value of a measure. According to Prof. James M Bradfield "Evaluation is the assignment of symbols to phenomenon in order to characterize the worth or value of a phenomenon, usually with reference to some social, cultural or scientific standards".

The word 'evaluation' in education is a clear concept of the goals the educator wishes to reach by means of instruction. It involves the ways and means of measuring the extent to which these goals are realized in our students. Evaluation consists of finding out the extent to which each and every one of these objectives has been attained.

Singh (1998) holds the view that, "Evaluation is a process of collecting evidence about students attainment or growth on the basis of which judgements are formed which in turn are used for making decisions. " Therefore information gathering, judgement forming and decision making are the three components of evaluation.

Thus evaluation makes provision for guiding the growth of individual pupils, to diagnose their weaknesses and strengths, to point out areas where remedial measures are desirable.

Objectives:

- Differentiate between teaching and evaluation of English language and literature.
- Follow the principles of evaluating the learning outcomes as distinct from English literature. Develop formative test items in English language.
- Develop summative test items in English language.
- Mention the what, when, how and why of tests in English language.
- Give examples of oral and written tests in English language.
- Give examples of tests of vocabulary, grammar, comprehension and composition in English language.
- Mention new types of tests requiring aural comprehension, speaking, reading and writing.

Meaning of Assessment

Assessment is a tool that is useful for both teachers and children. On one hand assessment helps us understand what an individual child can do keeping in mind her capability, age, need and speed of learning, her current learning level etc

Assessment should not be done merely for awarding marks to children. It is not important to decide who has got how many marks. The main objective of assessment is to help teacher find gaps in her teaching and decide on her next steps in the class. Assessment should make a child understand and talk about the change that she sees in herself from where she was and recognise her progress. It should be able to tell the teacher and the parents about the needs of the children and the steps they should take to improve the proficiency levels of children. Assessment presently is normally used for passing and failing children or to emphasise the number of marks obtained. But its scope is not so limited. In the process of assessment more than measuring the level of achievement of the child, the effort is to understand how to make teaching-learning process more effective.

Various Types of Tests:

Formative and Summative

For scholastic assessment there are two modes of assessment now being prescribed. The first is called formative assessment which is a tool used by the teacher to monitor continuously student's progress in a non-threatening, supportive Environment. It consists of regular descriptive feedback, a chance for the students to reflect on their performance, take advice and improve upon it. The students are considered as an essential part of assessment from determining criteria to assessing self or peers. The formative assessment has a very great potential for improving student's performance with a scope for raising the self-esteem of the learner and reducing the work load of the teacher.

- The most important point to remember is that formative assessment is carried out during a course of instruction and it is completely process linked. It provides continuous feedback to both teachers and learners for taking decisions in respect of appropriate modifications in the transactional and learning activities.
- The summative assessment on the other hand is conducted at the end of the course to measure or sum up how much a student has learned from the course. The assessment in this mode does not by itself provide a valid measure of the growth and development of the learner. At its best it certifies the level of achievement at a given point of time. However, it may be mentioned that it is an assessment of learning outcomes and it is generally taken by students at the end of the unit or a term or semester to indicate the 'sum' of what the students has or has not learnt. Usually summative assessment is carried out through paper and pencil tests which are basically a one-time mode of assessment. Hence, to decide about the development of a child exclusively on this basis is not only unfair but also unscientific. The experts have pointed out good summative assessments-tests and other graded evaluations must be demonstrably reliable, valid and free from bias (Angelo& Cross, 1993). Thus, assessment of summative type has been used to sum up learning (Black& William, 1993) and it is intended to look at past achievements and involves only marking and feedback grades to students. It is separated from teaching and is carried out at intervals when achievement has to be summarized and reported (Harlen, 1998).

- The two modes of assessment- formative and summative use various tools and techniques. The formative uses flexible time while summative test uses written-end of term procedure. The list of tools and techniques for the two modes of assessment are summarized in the following table.

Assessment in English language teaching

"If assessment is to be a positive force in education, it must be implemented properly. It cannot be used to merely sort students or to criticize education. Its goals must be to improve education. Rather than 'teach to the test,' we must 'test what we teach.'"-Lockwood and Mclean

Assessment in teaching English language is a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programs (Rea-Dickens and Germanie, 1993; Genesee and Upshur, 1996; O'Mally and Valdez-Pierce, 1996).

Tools & Techniques Used in Formative & Summative Tests

Formative assessment (Flexible Timing)

Objective type , short answer, essay type, Assignments , Quizzes & Competitions , Questions , Projects , Observation schedule , Debates , Interview Schedule , Elocution , Checklist , Group Discussions , Rating Scale , Club activities , Anecdotal records , Document Analysis,

Tests& Inventories , Portfolio analysis .

Summative assessment (Written-end of Term) Tools Techniques

Objective type, Short Answer, Long Answers

It is evident from the foregoing presentation that formative tests are used during the teaching-learning processes and their purpose is to enhance, add, support and monitor the learning processes in keeping with the desired learning outcomes.

14.1.2.

14.1.3.Aptitude Tests

General Proficiency

General Proficiency tests are used

a) to determine readiness for instructional programme. They are used for finding out whether a student is ready to take up a training programme.

b) to classify or place individuals in appropriate language classes. They distinguish degrees of proficiency so that language training may be offered to each group suitable to the level.

c) to diagnose the individual's specific strengths and weaknesses. They are diagnostic tests. There are different tests for each language skill or every components of a single skill.

Achievement Tests are used

a) to measure the achievement of the instructional objectives. Such achievement tests are administered to find the student's progress towards the objectives.

b) to evaluate the effectiveness of instruction.

Check your progress:

What are the basic classifications of Testing?

Achievement tests are of two types:

1) Standardised Achievement Tests and 2) Teacher made Tests (or) Classroom Tests.

STANDARDISED ACHIEVEMENT TESTS:

Standardised achievement tests are broadly classified into two classes, namely

subjective type tests and objective type tests.

Subjective Type Tests: Subjective type tests include short answer type questions and essay type questions. Short answer type question test mainly the semantic aspect of the content and the ability to recall by the pupils. Essay type questions are mainly used to know how well and deep the student knows the particular topic of the subject.

Objective Type Tests: Objective type questions are used to test the knowledge of the student about the topic and the subject.

TEACHER MADE TESTS OR CLASSROOM TESTS:

Teacher made tests (or) classroom tests are broadly classified into three types, namely

(i)Written paper and pencil tests (ii) Oral tests and (iii) Practical tests.

(i)Written paper and pencil tests: Written paper and pencil tests are used to test the level of understanding of the content by the student. It is further divided into three types, namely (a)Objective type tests, (b) Short answer type tests and (c) Essay type tests.

(a) Objective Type Tests: objective type tests means the teachers have to be objective. He can not influence his personal feelings on the papers that he corrects. He doesn"t have any hope to be biased in evaluating a paper.

(b) Short answer type tests: Short answer type tests reveal the true listening capacity of a student to the teacher clearly.

(c) Essay type tests: Essay type tests are used to mainly test the knowledge of the student in that particular topic. Essay type questions are persistently used still for mainly one reason that it has direct link with social life. The skill of logical coherence that is practised in essay type questions help us to use this logical reasoning in presenting our cause to other family members or to our higher officials. We may be strong in using the language, but when we use it logically it brings prosperity and peace to us.

(ii) Oral tests: Oral tests are used to know the recital capacity and the knowledge of the student. Conducting oral test in an Indian large classroom is very difficult. There are many hurdles in conducting oral test. Teachers of English should persist on trying to conduct oral test. Because, we language mainly of speech. Language is speech.

(iii) Practical tests: Practical tests are mainly to be conducted so that the student understands the concept of the topic so easily and clearly. He has the chance to convert the learning situation to using situation. Anything that is learnt theoretically will have strong support when it is done practically.

14.2. LANGUAGE-TESTING TECHNIQUES

The principal language testing techniques are a) translation b) dictation c) composition d) interview 6) multiple choice items f) short answer questions.

a) Translation

After the introduction of Direct method of language teaching, translation as a testing device has fallen into disuse. Passages for translation from Mother tongue into English or English into Mother tongue used to be given. The first may be used to test the writing ability in the second language. The second is useful to test the comprehension of the passage in English. Yet, there is always the difficulty of properly and objectively assessing the language performance in using this technique. Further, translation, by itself, has been refined into an art. However, the state Board English syllabus in Tamil Nadu has introduced translation as a component.

b) Dictation

Dictation as a test of auditory skill has an important place in testing listening. Discrimination of phonemes is a component in this technique. It has been used to test spelling for very long. But the teacher must remember that phonological characteristics of the passage dictated interfere in the proper assessment of speaking ability.

c) Interview

Oral tests are difficult to administer successfully. There are no specific criteria available and it takes a lot of time to assess the oral skill in large classrooms. That is why oral skills is never assessed in our system. As a result, oral Skill is not also given sufficient place in classroom teaching. An interview with the examinee may be the only possible way of assessing the speaking ability of the learners. The examiner provides a large number of clues to the student during the course of the interview and the responses of the student are marked then and there. There is always an element of subjectivity in this evaluation.

d) Composition

The writing ability of the students is measured through the composition tests. Students are expected to compose their own free and extended responses to questions. They may be single paragraph responses or essay type questions. There are chances for the teacher to evaluate the student's attainment in spelling, punctuation, grammatical competence, paragraphing, organization of ideas etc. Normally in our class room testing there are text based items and general composition. Reproduction of memorized answers does not indicate the writing proficiency of the student and they are possible in text-based questions. Evaluation of written work is highly subjective and difficult.

e) Multiple Choice Items and Short Answer Items

The multiple-choice item is an item which is a question or an incomplete statement. It has a set of choices or responses. One of them is the correct response and the others are distractors. The Writer of test items must be careful in giving the distractors; they must be real distracters. Further, he must not give any clue to the right response in the question or item itself. Multiple choice items are difficult to construct, but easy to assess. The student is allowed to make a guess of the answer. Multiple choice test does not really test the language skills of the learner. It is useful in testing spelling, grammar and vocabulary.

Some of these difficulties may be avoided by giving short-answer questions, which give the student the opportunity to compose his own answers. They are useful in informal classroom situations. They are easy to write and easy to score. The teacher must make sure that there is no ambiguity in the question and that there should be only one correct response.

f) Listening Skill

Dictation is one of the techniques for testing listening. The teacher may read out a short story or a passage twice. And then the students may be tested for their listening comprehension. The questions must be well structured to cover the main points of the story or the passage. The students may be scored easily on their performance. Tests of sound discrimination may also be constructed .

Check your progress:

List down some of the Language teaching techniques.

14.3. Criterion-Referenced Test

We have seen that the type of ability test that describes what a person has learned to do is an achievement test. The teacher in the classroom may be concerned with the mastery of one specific skill by the student. For instance, the teacher may have set as his objective, the mastery of listening skills or the use of the present simple tense in appropriate place. If the student is able to perform the set task, then the objective is realized. Here student A is not compared with student B or student X in Chennai with student Y in Trichy. The teacher is concerned with the level of mastery within the class, of a specific skill or aspect of English usage. Tests concerned with the mastery of such defined skills are called content-referenced or criterion-referenced tests. The focus is here on assessing a standard of performance of a specific skill. Most achievement tests are of this type.

There is another criterion. Here it is meant to test whether a student in one State or University is comparable with a student in another State or University of the same level. The point of reference is not the task, but the performance in some more general reference group. A test used in this way is called a norm-referenced task. Here the norm of acceptable performance is set by group comparison. Such tests are used in many curricular decisions, guidance work and research.

14.3.TESTS AND EXAMINATIONS

Reforms in examinations have not kept pace with reforms in teaching FC English. Many changes have taken place with regard to the aims and objectives of teaching English as a second language in India over the past 50 years. Corresponding changes have been effected in syllabuses, textbooks and methods of teaching English. But changes in the mode and content of examinations have been marginal and superficial. Essay Type questions have yielded place to Objective tests, but there has not been a review of this reform for years now.

We have to satisfy the existing examination requirements and yet teach good English to our students. An examination greatly influences what is done in the classrooms and how it is done. So its final effect should be salutary i.e. it should accord with course Objectives and syllabus. Testing should be comprehensive including all skills of language.

We know that even after six years of studying English many students among those who have passed S.S.C. are not able to speak or write a few sentences together in English correctly. Are we testing them adequately or are we testing the wrong way most of the time?

14.3 Difference between A Test & An Exam :

'Examination' is derived from 'examen' which means the tongue of a balance. We put the student and the expected standard in a balance. We tell the student 'This is what is required. Can you do it?‘

Examinations test their achievement or proficiency at the end of a study course or a level prescribed (BA/MA etc).

A Test is held more frequently during a course. In a test we cover a small portion. We tell him, 'I told you this -Do you remember it?'. "Testum' is an earthen 'pot' in which a mixture of metals was put and melted, in order to find gold in it.

Characteristics of a Good Test

Validity

In English, proficiency in skills is evaluated. A test in written English must test the writing ability of the students and the test scores in the test must correlate highly with the actual ability in the writing skill. Then the test may be said to have validity. Validity is of different kinds: Content Validity, Empirical Validity.

Content Validity.

Content validity refers to the items of the test representing adequately each portion or part of the skill or content that is being tested. Let us suppose that the test is meant to measure the student’s mastery of sentence structure. An analysis is first made of the language structure and the items will be based directly on each of them. The analysis must be acceptable to the recognized authorities in the area. Then the test has content validity.

Empirical Validity

Empirical validity refers to the comparability of the test with an independent outside criterion. There must be a high correlation between test scores and a trustworthy external criterion. Empirical validity is of two kinds: predictive validity and concurrent validity.

Face Validity

Face validity is the way the test looks to the examinees, test administrators, educators.

Reliability

Reliability means the stability of test scores. There must be consistency in the test. We may administer a test on any day of the week. Two parallel forms of a test may be given to the same group on two different days. Even then the scores must be the same. Further, whether A values the paper or B values the paper, a student must get the same score. Or whatever be the circumstances in which a teacher values the paper, the scores must have no chance of a change. That is if she values the paper on some other day, the candidate will get the same score.

14.5 Types of Tests

Planning the Test

First determine the general course objectives, divide the course objectives into its specific components.

Tests are of different types:

(a) Teacher- made tests (paper and pencil tests) of the classroom and (b) the format, large scale tests including Standardised Tests. Classroom tests are prepared, administered and scored by the teacher. From the results students know what is expected of them from time to time.

(b) Standardised Tests are used with thousands of candidates and are prepared by specialists who, however, have no direct knowledge of the examinees and have no opportunities whatsoever to check their performance.

School Tests and Exams fall under General Proficiency tests meant to (1) classify students as 'Pass'/'Fail' (2) fix their class (standard) (3) diagnose individual strengths and weaknesses (4) and apply remedial measures. Diagnostic Tests can be prepared separately as per needs.

14.7 Importance of Testing :

An expert says 'Tests are only a means to an end. Tests as hurdles, as elimination devices, as basis for grades interest me very little. But testing which teaches us how to teach, how to counsel wisely and effectively how in short, to help us assure that the human individual becomes what he can become, -that is worthwhile, that is everything".

These words aptly summarise the purpose of testing, how they can go on the wrong track, and how they can be made valuable tools of instruction and education.

But as we are aware, everything seems to be going wrong with our testing and examinations. The S.S.C. exam sets the pattern for the internal exams, like the Half yearly, Quarterly and even the Unit Tests and other periodical slip tests. Suggestions for changing the nature and content of our public exams have been made by commissions and committees from time to time. All the good work done by way of syllabus reform, textbook production and Innovations in teaching techniques seems to be rendered fruitless by the one and only Final Exam which dominates the scene. parents and students face it with fear and anxiety. The need for reforms is therefore very urgent.

It is said that teaching and testing go hand in hand. One should reinforce and support the other. Educational testing should not be a one shot affair once a quarter or once a year. It Should be an integral part of the teaching process. The feedback from testing should help improve teaching and good teaching should prepare them for testing. Such comprehensive and all pervasive testing is called EVALUATION. The total assessment of the student must be made continuously all through the year. Evaluation involves objectives of teaching, methods to achieve those objectives and then checking how far they have been achieved in practice. This is real evaluation ,the real purpose of Tests and Examinations. School leaving exams on the other hand permanently brand the 'Failed' students as non-learners, which is not the case. Education should help everyone to learn things.

We teach language in order to develop the skills of comprehension and expression. These are achieved through listening and reading, and speaking and writing.

So our tests should fulfil the following purposes:

1. They should bring about qualitative improvement in teaching and learning through an effective feedback mechanism.

2. The feedback findings should help us change our materials and methodology from time to time.

3. They should help us improve the final exam

4. They should help teachers diagnose the learning weaknesses of students, in the various elements of language like sound, structure (grammar) vocabulary and the four skills.

5. Tests and Exams should help students acquire knowledge, concepts, skills, interests, attitudes and values.

6. Tests help teachers locate difficult areas in the syllabus and teach them intensively.

7. Tests help promote competitive spirit and motivation among students.

8. Teachers can spot individual merits and weakness take suitable measures.

9. By looking closely at the learning deficiencies of student, teachers can improve their own teaching.

Speed Tests and Power Tests

Speed tests are those in which the items are comparatively easy but the time limits are so short that few or none of the candidates can complete all items. Most of the competitive examinations administer such speed tests. In power tests, item difficulty increases gradually. Ample time is given so that all candidates can attempt all items.

Check your progress:

What are the two different types of tests?

Good Test

Tests play a great part in deciding the future of students .

To enable them to know their strength and weakness, tests should test all their abilities adequately and correctly.

1. A test should be based on clear aims and objectives in terms of language elements and skills. Generally in our set up, it is not possible to test the skills of listening and speaking. This could be done with the help of modern technology and gadgets.

2. A good test is valid; it should test what it seeks to test. It should include all areas like Comprehension and Composition besides the elements like vocabulary and structure.

3. A test should indicate the specific language item to be tested.

4. A test should neither be too easy nor too difficult. It should contain a fair sample of all items.

5. A test should promote learning and encourage good teaching

6. A good test should test all the language items through contextualise Passages, not through isolated sentences.

Answers to check your Progress Questions

1. The basic classifications of testing are Formal testing and Informal testing.
2. Some of the language teaching techniques are translation, dictation, composition, interview, listening and reading skills.
3. Teacher-made tests and Standardized tests are the two different types of tests.

14.8 Summary

The only change in Tests and Exams in English over the years is the substitution of the essay by the objective type questions. This is a marginal change compared to the vast innovations brought about in syllabus making, textbook writing and methods of teaching English. The result is that after six years of study in schools, students are not able to speak or write a few sentences in English. We test the wrong way our motto should be to meet the requirements of the Exams and still teach good English to our students. Exams greatly influence the teaching of English, so the final result of Exams should be to promote the aims of teaching of English, Tests are of different types- teacher -made tests for a small number and the large scale standardised tests for thousands. The real purpose of tests and exams should be not to demarcate students as pass/fail but to help teachers to teach better and better, based on every test.

14.9 Keywords

Evaluation - assessment based on a regular testing.

Examination - act of testing or examining.

Dictation - to speak in order for someone to write down the words.

Reliability - the quality of being trustworthy.

Composition - the proposition of different parts to make as a whole.

Aptitude - natural ability to acquire knowledge or skill.

Criterion - a standard or test by which things or people could be judged.

Short Type Questions

1. Define Evaluation.

2. Explain Translation method.

3. Explain the difference between Test and Examination.

4. What is an Empirical Validity test?

5.What is Reliability?

Essay Type Questions

1.What are the language teaching skills? explain the types.

2. How important is the testing process? Elucidate.

3.What are the characteristics of a Good Test?

14.10 Suggested Books

1. Aggarwal J.C, Essentials of Educational Technology Innovations in Teaching- Learning, Vikas Publishing House Pvt Ltd, New Delhi,2009.

2. Grand Strand D.J, Pedagogy of English Part-I, Sri Krishna Publications, Chennai,2017.

3.Jain Praveen. M, Methodology of Teaching English Tools, Techniques and Methods, Aavishkar Publishers, Jaipur,2014.

4. Mowla Shaik, Techniques of Teaching English, Neelkamal Publications Pvt. Ltd, Hyderabad, 2009.

5.Sachdeva M.S, Modern Teaching of English, Tandon Publications, Ludhiana, 2013.

6.Vallabi J.E, Teaching of English Principles and Practices, Neelkamal Publications Pvt. Ltd Hyderabad,2014.

7.Varghese Paul. C, Teaching English as a Second Language, Sterling Publishers Private Limited, NewDelhi, 2013.

Model Question-1

Total Marks: 75

Time: 3 hrs

Section- A

I.Answer the Following Question: (10 x 2 =20)

1. What are the importance of English in India?

2. What are characteristics of English Language Teaching?

3.Ellucidate the Linguistic Principles?

4.What are the methods of Teaching in English?

5.Write short note about Oral Approach?

6.What are the Objectives of Teaching Prose?

7. Define Poetry?

8. What are advantages of team teaching?

9. What are Instructional material using for Teaching?

10. Discuss the concept of the test and examination?

Section-B (5 X 5=25)

II.Answer the Following Questions:

11. Describe the link language and library language? (or) What is approach? Explain Audio lingual approach?

12. What are the Principles of language Teaching? (or) Explain the Linear Programme?

13. Grammar Cum Translation Method? (or) Explain the team teaching?

14. What are characteristics and advantages of teaching poem? (or) Explain the types of composition?

15. Explain any two Audio visual Aids for teaching? (or) Explain the types of reading?

III. **Explain any Three of the Essay Type Questions:** **(3x10=30)**

16.Explain the pedagogical analysis of teaching English?

17.Explain the Substitution method and Bilingual Method?

18.How will you prepare the lesson plan for the teaching Grammar?

19.Define Prose? Explain their features?

20. Explain the Branching Programme?